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ABSTRACT

The ACT Assessment is a measure of skills in English, mathematics, reading, and science reasoning necessary for college coursework. This booklet includes four sections designed to help the assessment user. Section 1, "Components of the ACT Assessment," contains general information about the assessment for counselors and college advisors and other staff. Section 2, "ACT Assessment Reports and Data Services," is designed for the high school and college users. Section 3, "Using ACT Assessment Student Data," is also for both high school and college users. In Section 4, "ACT Assessment Participation," the information is mostly for high schools, although colleges might be interested in the material about college testing. The ACT Assessment includes four curriculum-based tests that measure students' educational development in English, mathematics, reading, and science reasoning. The tests are based on the major areas of instruction in U.S. high schools and colleges, so that a student's performance on the test has a direct and obvious relationship to his or her academic development. The Assessment also includes a High School Course/Grade Information questionnaire, an interest inventory, and the Student Profile section. (Contains 6 tables, 16 figures, and 38 references.) (SLD)

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ACT Assessment

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New for Fall 1996!

Use of calculators now permitted on Mathematics Test.

Details on page 2.

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User Handbook

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For assistance with operational questions or problems or other specific matters (i.e., misdirected score reports, publications orders), contact the appropriate department at the ACT national office. Office hours are 8:30 A.M. to 4:30 P.M., central time, Monday through Friday. For general assistance with uses of ACT data, contact the ACT regional office that serves your state.

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14368

THE ACT EDUCATIONAL SERVICES DIVISION

To help high schools and colleges derive maximum benefits from their participation in ACT programs and services, the Educational Services Division maintains a staff of consultants located within a few hours of any U.S. secondary or postsecondary institution.

Each of ACT's consultants has had years of experience in the educational community, knows the full potential of ACT services, and can advise educational officials on local uses of ACT data. The help of these consultants is part of ACT's regular service to its clients and is available at no cost or obligation.

Questions and comments about ACT services are always welcome. If you need additional ACT information or assistance, please write or call the ACT office in or closest to your state.

ACT OFFICES

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ACT endorses the *Code of Fair Testing Practices in Education*, a statement of guidelines for those who develop, administer, and use educational tests and data. The *Code* sets forth criteria for fairness in four areas: developing and selecting appropriate tests, interpreting test scores, striving for fairness, and informing test takers. ACT is committed to ensuring that each of its testing programs upholds the *Code*'s standards for appropriate test development practice and use.

A copy of the full *Code* may be obtained free of charge from ACT Publications, P.O. Box 168, Iowa City, IA 52243-0168, 319-337-1429.

HOW TO USE THIS HANDBOOK

The *ACT Assessment User Handbook* includes four main sections:

1. Components of the ACT Assessment
2. ACT Assessment Reports and Data Services
3. Using ACT Assessment Student Data
4. ACT Assessment Participation

Section 1, which contains general information about the ACT Assessment, probably will be of interest both to high school counselors and to college advisers and other staff. (In this handbook, the word "college" means any accredited, degree-granting institution beyond the high school level.)

In *Section 2*, the first half of the material is intended primarily for high schools; the latter half is primarily for colleges. The same is true of *Section 3*.

Section 4 is mostly for high schools, although colleges may be interested in the information about various kinds of testing.

To locate a particular topic, first scan the appropriate section or sections of the Table of Contents. If you don't find what you're looking for there, turn to the Index (page 53) for an alphabetical listing of topics.

The Assistance Directory, beginning on page ii (inside front cover), provides telephone numbers and addresses for all ACT offices and departments mentioned in this handbook and for ACT regional offices.

All ACT publications cited in this handbook are available from the ACT Publications Department.

CODE OF FAIR TESTING PRACTICES IN EDUCATION

In 1988, ACT endorsed the *Code of Fair Testing Practices in Education*, a statement of guidelines for those who develop, administer, and use educational tests and test data. The development of the *Code* was sponsored by a joint committee of the American Association for Counseling and Development, Association for Measurement and Evaluation in Counseling and Development, American Educational Research Association, American Psychological Association, American Speech-Language-Hearing Association, and National Council on Measurement in Education, to advance, in the public interest, the quality of testing practices.

The *Code* sets forth fairness criteria in four areas: developing and selecting appropriate tests; interpreting scores; striving for fairness to test takers of different races, sexes, ethnic backgrounds, or with disabilities; and providing information to test takers about tests and about test takers' rights. Separate standards are provided for test developers and for test users in each of these four areas.

ACT's endorsement of the *Code* represents a commitment to vigorously safeguard the rights of individuals participating in its testing programs. ACT employs an ongoing review process whereby each of its testing programs is routinely reviewed to ensure that it upholds the standards set forth in the *Code* for appropriate test development practice and test use.

NEW FOR 1996-97

- Use of Calculators on the Mathematics Test 2
- Updated norms 7
- Updated *Test Preparation Reference Manual* 43
- 1996-97 fees: Residual testing 44
  Test fees 46
  Additional Score Reports 51

CONTENTS

Assistance Directory ii (inside front cover)

How to Use This Handbook iv

New for 1996-97 iv
Code of Fair Testing Practices in Education iv

1. Components of the ACT Assessment 1

Tests of Educational Development 1
- Test Content 1
- Use of Calculators on the Mathematics Test 2
- Test Development 5
- Fairness Criteria 6
- Scale Scores 6
- Norms 7

Noncognitive Components 9
- High School Course/Grade Information 9
- ACT Interest Inventory 9
- Student Profile Section 15

2. ACT Assessment Reports and Data Services 17

Reports and Data Services for High Schools 17
- Student Report 17
- High School Report 20
- High School Score Label 22
- High School List Report 22
- Magnetic Tape or Diskette Reporting Option 23
- High School Profile Service 23

Reports and Data Services for Colleges 23
- College Report 23
- Reporting Options 23
- ACT Research Services 26

3. Using ACT Assessment Student Data 27

High School Uses of ACT Assessment Data 27
- Discussing ACT Assessment Results in Educational and Vocational Counseling 28
- Case Studies 32

College Uses of ACT Assessment Data 36
- Dissemination of ACT Assessment Data to Campus Offices 36
- Scores of Older Students 36
- Educational Opportunity Service 36
- Recruitment and Admissions 37
- Orientation 38
- Course Sectioning and Student Placement 38
- Academic Advising 39

4. ACT Assessment Participation 42

Preparing Students for the ACT Assessment 42
- EXPLORE and PLAN 42
- Student Preparation Materials 42
- Preparation Materials for Group Settings 43

Test Dates and Centers 43
- Test Dates 43
- Non-Saturday Test Dates 43
- Choosing a Test Date 43
- Test Centers 43
- Disability Accommodations at Test Centers 44
- Special Testing 44
- Arranged Testing 44
- Residual Testing 44

(continued)

Registering for the ACT Assessment 44
Registration Materials 44
Registration Procedures 45
Late Registration 45
Test Fees 46
Test Fee Waivers 46
Admission Tickets 46
Test Center Changes 46
Reregistration 47
Partial Refunds 47
Other Questions 47

Test Information Release 47
Taking the ACT Assessment 48
Student Identification Requirement 48
Administration Schedule 49
Guessing 49
Standards for Test Administration and Security 49
Question Challenges 49

Repeating the ACT Assessment 49
Conditions Existing During the Test Session 49
Readiness to Take the ACT Assessment 49

Reporting ACT Assessment Results 50
Student Guide Mailings 50
ACTion Software 50
Score Report Mailings 50
Misdirected Reports 50
Automatic Reporting of Scores to State and National Scholarships/Programs 51
Cancelling Reports to Colleges 51
Additional Score Reports (ASRs) 51
Ordering Additional Score Reports (ASRs) 51
Hand-scoring Service 52

Questioning ACT Assessment Scores 52
Inquiry into Questioned Scores 52
Cancellation of Scores by ACT 52

Making Changes in ACT Assessment Reports 52
Retention of Student Records 52
Correction of Other Errors on the Report 52

References 53

Index 55

Appendix. Summary of ACT Assessment Services and Materials 57

ACT Assessment Test Date Schedules for 1996-97 and 1997-98 outside back cover

1
COMPONENTS OF THE ACT ASSESSMENT

The ACT Assessment includes four tests of educational development, the High School Course/Grade Information questionnaire, the ACT Interest Inventory, and the Student Profile Section.

TESTS OF EDUCATIONAL DEVELOPMENT

Test Content

The ACT Assessment includes four curriculum-based tests that measure students' educational development in English, mathematics, reading, and science reasoning. The tests are based on the major areas of instruction in American high schools and colleges. A student's performance on the tests has a direct and obvious relationship to his or her academic development. The meaning of that performance, as indicated by scores and subscores, can be readily grasped and interpreted both by educators and by students.

English Test

The English Test is a 75-question, 45-minute test that measures the student's understanding of the conventions of standard written English (punctuation, grammar, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested.

Format. The test consists of five prose passages, each of which is accompanied by a sequence of multiple-choice test questions. To provide a variety of rhetorical situations, a range of passage types is employed. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect the interests and experiences of examinees. The paragraphs of some passages and the sentences of some paragraphs are numbered for reference.

Each question number corresponds to a numbered portion of underlined text or to a numerical cue in a box beside the text. Most questions refer to underlined portions of the passage and offer several alternatives to the portion underlined. These questions include "NO CHANGE" to the passage as one of the possible responses. Some questions are identified by a number or numbers in a box. These questions ask about a section of the passage or about the passage as a whole. The student must decide which choice is most appropriate in the context of the passage, or which choice best answers the question posed.

Scores. Three scores are reported for the English Test: a total test score based on all 75 questions, a subscore in Usage/Mechanics based on 40 questions, and a subscore in Rhetorical Skills based on 35 questions.

Content Distribution. Six elements of effective writing are included in the English Test.

- Usage/Mechanics

Punctuation. The questions in this category test the student's knowledge of the conventions of internal and end-of-sentence punctuation, with emphasis on the relationship of punctuation to meaning (e.g., avoiding ambiguity, identifying appositives).

Basic Grammar and Usage. The questions in this category test the student's understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usages (e.g., choosing appropriate function words).

Sentence Structure. The questions in this category test the student's understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

- Rhetorical Skills

Strategy. The questions in this category test the student's ability to choose expressions appropriate to an essay's audience and purpose; to gauge the effect of adding, revising, or deleting supporting material; and to choose effective opening, transitional, and closing sentences.

Organization. The questions in this category test the student's ability to organize ideas and to judge the relevance of statements in context (to maintain order, coherence, and unity).

Style. The questions in this category test the student's ability to select precise and appropriate words and images, to manage sentence elements for rhetorical effectiveness, to avoid ambiguous pronoun references, and to practice economy in writing.

Table 1.1
ACT Assessment
English Test
75 questions, 45 minutes

Content/Skills	Proportion of Test	Number of Questions
Usage/Mechanics	.53	40
Punctuation	.13	10
Grammar and Usage	.16	12
Sentence Structure	.24	18
Rhetorical Skills	.47	35
Strategy	.16	12
Organization	.15	11
Style	.16	12
Total	1.00	75

Scores reported:
Usage/Mechanics (40 questions)
Rhetorical Skills (35 questions)
Total test score (75 questions)

Mathematics Test

The Mathematics Test is a 60-question, 60-minute test designed to assess the mathematical skills that students have typically acquired in courses taken up to the beginning of grade 12. The multiple-choice test requires students to use their reasoning skills to solve practical problems in mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but memorization of complex formulas and extensive computation are not required. The material covered on the test emphasizes the major content areas that are prerequisite to successful performance in entry-level courses in college mathematics. **Use of calculators is permitted on the Mathematics Test.**

Format. The questions included in the Mathematics Test cover four cognitive levels: knowledge and skills, direct application, understanding concepts, and integrating conceptual understanding. Knowledge and skills questions require the student to use one or more facts, definitions, formulas, or procedures to solve problems that are presented in purely mathematical terms. Direct application questions require the student to use

Use of Calculators on the Mathematics Test

ACT allows the use of certain kinds of calculators on the Mathematics Test, but students are not required to use a calculator. All problems on the Mathematics Test can be solved without using a calculator.

- It is each student's decision whether or not to use a calculator on the Mathematics Test. If students regularly use a calculator in class or when doing their homework, it makes sense to use it on the Mathematics Test. On the other hand, if they aren't comfortable using a calculator, students may not wish to use one on the Mathematics Test.

- If students decide to bring a calculator, we encourage them to use the type of calculator that they are used to at school or at home—as long as it is not one of the kinds of calculators **not** permitted. It is unlikely that using a more powerful calculator that they are not familiar with will give students an advantage over the kind they normally use.

- For test security reasons, to avoid disturbances in the testing room, and to ensure fairness for all test takers, the following types of calculators are not permitted:

  pocket organizers
  handheld or laptop computers
  electronic writing pads or pen-input devices
  models with a QWERTY (typewriter) keypad
  models with paper tapes
  models that make noise
  models that can communicate (transfer data or information) wirelessly with other calculators
  models that require a power cord

- Students may use any four-function, scientific, or graphing calculator on the Mathematics Test, as long as the calculator has none of the features included in the list above.

- If students plan to use a calculator on the Mathematics Test, they are responsible for bringing one to the test center. Sharing calculators during the Mathematics Test is **not** permitted, and the test center supervisor will **not** lend students a calculator.

- Students are also responsible for making sure their calculator works properly. If their calculator uses batteries, students must make certain that the batteries are strong enough to last throughout the testing session. Students may bring a spare calculator and extra batteries with them to the testing session in case one malfunctions or the batteries die. Test center personnel **do not** have extra batteries or calculators available.

- Calculators may be used **only** on the Mathematics Test.

- If students bring a calculator, the test supervisor will make sure that they (1) are using an acceptable type of calculator, (2) use their backup calculator only if the primary calculator fails, (3) do **not** share their calculator with any other test taker, (4) do **not** use the calculator's memory to store any test materials, and (5) use their calculator **only** on the Mathematics Test.

- If a student's calculator has large characters (one-inch high or larger) or a raised display, the test supervisor may assign the student to a seat where no other test taker can see the calculator.

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one or more facts, definitions, formulas, or procedures to solve straightforward problems set in real-world situations. Understanding concepts questions test the student's depth of understanding of major concepts by requiring reasoning from a concept to reach an inference or a conclusion. Integrating conceptual understanding questions test the student's ability to achieve an integrated understanding of two or more major concepts to solve nonroutine problems.

Scores. Four scores are reported for the Mathematics Test: a total test score based on all 60 questions, a subscore in Pre-Algebra/Elementary Algebra based on 24 questions, a subscore in Intermediate Algebra/Coordinate Geometry based on 18 questions, and a subscore in Plane Geometry/Trigonometry based on 18 questions.

Content Distribution. Questions are classified according to six content areas.

- *Pre-Algebra.* Questions in this content area are based on basic operations using whole numbers, decimals, fractions, and integers; place value; square roots and approximations; the concept of exponents; scientific notation; factors; ratio, proportion, and percent; linear equations in one variable; absolute value and ordering numbers by value; elementary counting techniques and simple probability; data collection, representation, and interpretation; and understanding simple descriptive statistics.

- *Elementary Algebra.* Questions in this content area are based on properties of exponents and square roots, evaluation of algebraic expressions through substitution, using variables to express functional relationships, understanding algebraic operations, and solving quadratic equations by factoring.

- *Intermediate Algebra.* Questions in this content area are based on an understanding of the quadratic formula, rational and radical expressions, absolute value equations and inequalities, sequences and patterns, systems of equations, quadratic inequalities, functions, modeling, matrices, roots of polynomials, and complex numbers.

- *Coordinate Geometry.* Questions in this content area are based on graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves; graphing inequalities; slope; parallel and perpendicular lines; distance; midpoints; and conics.

- *Plane Geometry.* Questions in this content area are based on the properties and relations of plane figures, including angles and relations among perpendicular and parallel lines; properties of circles, triangles, rectangles, parallelograms, and trapezoids; transformations; the concept of proof and proof techniques; volume; and applications of geometry to three dimensions.

- *Trigonometry.* Questions in this content area are based on understanding trigonometric relations in right triangles; values and properties of trigonometric functions; graphing trigonometric functions; modeling using trigonometric functions; use of trigonometric identities; and solving trigonometric equations.

Table 1.2
ACT Assessment
Mathematics Test Content Areas
60 questions, 60 minutes

Content Area	Proportion of Test	Number of Questions
Pre-Algebra	.23	14
Elementary Algebra	.17	10
Intermediate Algebra	.15	9
Coordinate Geometry	.15	9
Plane Geometry	.23	14
Trigonometry	.07	4
Total	**1.00**	**60**

Scores reported:
Pre-Algebra/Elementary Algebra (24 questions)
Intermediate Algebra/Coordinate Geometry (18 questions)
Plane Geometry/Trigonometry (18 questions)
Total test score (60 questions)

Reading Test

The Reading Test is a 40-question, 35-minute test that measures the student's reading comprehension as a product of skill in referring and reasoning. That is, the test questions require students to derive meaning from several texts by referring to what is explicitly stated and by reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations.

Format. The test comprises four prose passages that are representative of the level and kinds of text commonly encountered in college freshman curricula. Passages on topics in prose fiction, the humanities, the social studies, and the natural sciences are included. These passages are selected from published sources. Each passage is preceded by a heading that identifies what type of passage it is (for example, "Prose Fiction"), names the author, and may give a brief note that helps in understanding the passage. The lines in the passages are numbered for reference. Each passage is accompanied by a set of multiple-choice test questions. These questions do not test the rote recall of facts from outside the passage, isolated vocabulary questions, or rules of formal logic. Rather, the test focuses upon the complex of complementary and mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

Scores. Three scores are reported for the Reading Test: a total test score based on all 40 questions, a subscore in Social Studies/Sciences reading skills (based on the 20 questions in the social studies and natural sciences sections of the test) and a subscore in Arts/Literature reading skills (based on the 20 questions in the prose fiction and humanities sections of the test).

Content Distribution. The test contains four types of reading selections.

- *Prose Fiction.* Questions in this category are based on intact short stories or excerpts from short stories or novels.
- *Social Studies.* Questions in this category are based on passages in the content areas of history, political science, economics, anthropology, psychology, and sociology.
- *Humanities.* Questions in this category are based on passages in the content areas of art, music, philosophy, theater, architecture, and dance.
- *Natural Sciences.* Questions in this category are based on passages in the content areas of biology, chemistry, physics, and physical sciences.

Table 1.3
ACT Assessment
Reading Test
40 questions, 35 minutes

Reading Content	Proportion of Test	Number of Questions
Prose Fiction	.25	10
Social Studies	.25	10
Humanities	.25	10
Natural Sciences	.25	10
Total	**1.00**	**40**

Scores reported:
Social Studies/Sciences (Social Studies, Natural Sciences: 20 questions)
Arts/Literature (Prose Fiction, Humanities: 20 questions)
Total test score (40 questions)

Science Reasoning Test

The Science Reasoning Test is a 40-question, 35-minute test that measures the student's interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test is made up of units consisting of some scientific information and a set of multiple-choice test questions. **The use of calculators is not permitted on the Science Reasoning Test.**

Format. The scientific information is conveyed in one of three different formats.

- Data Representation

This format presents graphic and tabular material similar to that found in science journals and texts. The questions associated with this format measure skills such as graph reading, interpretation of scatter plots, and interpretation of information presented in tables.

- Research Summaries

This format provides students with descriptions of one or more related experiments. The questions focus upon the design of experiments and the interpretation of experimental results. The stimulus and questions are written expressly for the test.

- Conflicting Viewpoints

This format presents students with expressions of several hypotheses or views that, being based on differing premises or on incomplete data, are inconsistent with one another. The questions focus upon the understanding, analysis, and comparison of alternative viewpoints or hypotheses.

The test questions require students to recognize and understand the basic features of, and concepts related to, the provided information; to critically examine the relationships between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.

Scores. Only a total test score is reported for the Science Reasoning Test.

Content Distribution. The content of the Science Reasoning Test includes biology, chemistry, physics, and the earth/space sciences (e.g., geology, astronomy, and meteorology). Advanced knowledge in these subjects is not required, but background knowledge covered in general, introductory science courses may be needed to answer some of the questions.

Advanced mathematical skills are not required, but minimal arithmetic computations may be needed for some questions. The reading portion of the test is concise and clear, so reading comprehension should not present difficulties. The test emphasizes scientific reasoning skills rather than recall of scientific content, skill in mathematics, or reading ability.

Table 1.4
ACT Assessment
Science Reasoning Test Content Areas
40 questions, 35 minutes

Content Area *	Format	Proportion of Test	Number of Questions
Biology Earth/Space Sciences Chemistry Physics	Data Representation	.38	15
	Research Summaries	.45	18
	Conflicting Viewpoints	.17	7
Total		**1.00**	**40**

Scores reported:
Total test score (40 questions)

* Note: All four content areas are represented in the test. The content areas are distributed over the different formats in such a way that at least one passage, and no more than two passages, represents each content area.

Test Development

The principle underlying development of the tests in the ACT Assessment derives from the work of E. F. Lindquist (1901-1978). Lindquist, a pioneer in educational measurement and a cofounder of ACT, devoted much of his professional life to demonstrating that the best way to gauge students' readiness for college is to measure as directly as possible their mastery of the knowledge and skills required for success in college studies. The knowledge and skills measured by the present version of the ACT Assessment (the Enhanced ACT Assessment) were identified through analysis of four sources of information.

First, we studied the dozens of critiques of American education published since the early 1980s. We also reviewed the formal instructional objectives for grades 7–12 for all states that had published their objectives. In addition, we surveyed textbooks on state approved lists for courses in grades 7–12.

Finally, we conferred with high school and college teachers, administrators, course content experts, and curriculum specialists to determine the knowledge and skills taught in grades 7–12 that these practitioners have found to be necessary for students in college courses.

On the basis of these four sources of information, we defined the scope and content of each of the areas measured by the ACT Assessment tests. Detailed content specifications then were developed with the assistance of nationally recognized educational consultants.

The tests of educational development in the ACT Assessment measure a broad range of educationally significant knowledge and skills. The tests emphasize such proficiencies as reasoning, analysis, problem-solving, and integration of information from various sources, as well as the application of these proficiencies to the kinds of tasks that college students are expected to perform.

Test Development Cycle

Several new test forms are administered each year. The test development cycle required to produce each test form takes about 2 ½ years and involves several stages. First, ACT sends detailed specifications of test content, cognitive skill levels, test question formats, and fairness criteria to prospective external question writers who are qualified to develop materials for the tests. ACT recruits question writers on the basis of their content expertise and to reflect the diversity of the populations served by the ACT Assessment. ACT question writers are male and female educators from both high schools and colleges; they represent a variety of geographic regions, racial and ethnic backgrounds, and educational philosophies.

The question writers whose sample test questions are judged acceptable are asked to develop a complete set of test materials. These materials are edited by ACT test specialists and then are reviewed for accuracy, appropriateness, and fairness by content experts, teachers, and curriculum specialists at various universities, colleges, junior colleges, and high schools, as well as persons sensitive to issues of test and question fairness.

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Questions found to be accurate in content, representative of the curriculum, proper in form, and culture- and gender-fair are pretested on a sample of the ACT Assessment examinee population. (On certain test dates ACT administers test questions for developmental purposes. Responses to such questions are not counted toward students' scores.) After pretesting, statistical indices are compiled on the difficulty and other technical characteristics of the questions.

Questions that performed acceptably are included in a question pool from which preliminary forms of the ACT tests are constructed. The preliminary forms are subjected to several rounds of staff review and then submitted for review to external content experts, teachers, curriculum specialists, and persons sensitive to issues of test and question fairness. After this independent review, the preliminary test forms are further reviewed in depth at panel meetings between the external reviewers and ACT staff.

ACT test specialists work with the reviewers throughout the preparation of national test forms for printing. In all, at least 20 independent reviews are made of each test question before it appears on a national form of the ACT Assessment. Test materials are handled using secure procedures throughout the development process.

Fairness Criteria

Each of the ACT tests is constructed to measure knowledge and skills that are important for success in college. Every attempt is made to measure this knowledge and these skills in a manner that is fair to all persons who take the tests. Each of the questions in the test is carefully reviewed by ACT staff and by panels of experts to ensure that the questions measure appropriate academic content and not factors that are solely associated with racial, ethnic or linguistic background, or gender. Test forms are analyzed after each use to determine if inappropriate factors are affecting the test scores. All of the procedures followed in constructing the tests are intended to ensure that the tests measure important educational outcomes rather than features particular to any given group.

Scale Scores

For each of the four tests of the ACT Assessment, the raw score is the number of correct responses. However, raw scores are not reported because the meaning of a particular raw score is dependent on the difficulty of a test form and different forms are used on different test dates. Therefore, raw scores are converted to scale scores through statistical equating procedures. The resulting scale scores, which have a constant meaning across test forms, range from 1 (low) to 36 (high) for each of the four tests and the Composite. The Composite is simply the average of the four test scores, rounded to an integer. Fractions of .5 or higher are rounded up to the nearest whole number.

Subscores are reported for the English, Mathematics, and Reading Tests. The scale for these subscores ranges from 1 (low) to 18 (high). High subscores usually are associated with a high test score and vice versa, however, there is no direct, arithmetic relationship between subscores and test score. For example, the sum of the subscores for English (Usage/Mechanics and Rhetorical Skills) is not defined to be the scale score for English. In short, the test scores and subscores have different score scales.

In October 1988, a revised ACT Assessment was administered to a large, nationally representative sample of 12th-grade students. All students were asked to respond to a question indicating whether or not they were planning to attend a two-year or four-year "college" or university after high school. The group that responded positively to this question defined a nationally representative sample of self-designated, college-bound 12th-graders. This group provided the data used to construct the score scales for the revised ACT Assessment. One feature of these score scales is that the mean test scores for these students were set to 18 and the mean subscores were set to 9. The Composite is the average of the test scores, and it, too, has a mean of 18 for these students. The means of 18 and 9 apply *only* to the self-designated, college-bound, October-tested, 12th-graders in the 1988 ACT study. Means for other groups will almost certainly differ from 18 and 9. For example, the mean Composite score for students who took the ACT Assessment on national test dates during the 1993–94 and 1994–95 academic years and who planned to graduate from high school in 1995 was 20.8.

No test can measure educational development with absolute precision. For this reason, a score obtained on any single testing is only an estimate of an examinee's "true" test score, the score that would be obtained if the examinee were measured without error. Since all test scores, including ACT Assessment scores, con-

tain some amount of measurement error, psychometricians have devised ways to estimate the amount of error in test scores. One such estimate is called the *standard error of measurement*. The standard error of measurement can be viewed as a measure of how variable scores would be if it were possible to test examinees repeatedly with no change in their levels of educational development. The larger the value of the standard error of measurement, the more variable such hypothetical scores would be, and the greater the error in individuals' scores.

For most score scales in current use, the standard error of measurement differs for examinees at different points along the score scale. A distinguishing feature of the score scales for the earliest versions of the Enhanced ACT Assessment is that they were constructed to yield standard errors of measurement that were approximately equal throughout the range of scale scores. Because of changes in the statistical characteristics of the tests, more recent forms show greater variation of conditional standard error of measurement over the range of scale scores. For detailed information about score scale characteristics and variations of conditional standard error of measurement for tests and subscores, see the *Supplement to the Preliminary Technical Manual for the Enhanced ACT Assessment* (December 1991), Section 2. The "Technical Characteristics" box, below, gives ranges of overall standard error of measurement and ranges of reliability across five forms of the ACT Assessment.

Technical Characteristics

Estimated Reliabilities across Five Forms:

- range from .79 to .93 for the four tests (based on samples of 2,000 from national administrations)
- range from .67 to .88 for the subscores
- range from .96 to .97 for the Composite score

Standard Error of Measurement across Four Forms:

- ranges from 1.3 to 2.3 scale score points for the test scores
- ranges from 1.1 to 1.7 scale score points for the subscores
- ranges from 0.85 to 0.91 scale score points for the Composite score

The *Supplement to the Preliminary Technical Manual for the Enhanced ACT Assessment* (December 1991) provides extensive technical information on the ACT Assessment. See Section 2.

Source: AAP Postequating Report for 1994

Obtained scale scores should be viewed as estimates of true scale scores, and the standard error of measurement can be used to place bounds on the likely values of examinees' true scores. For example, for test scores and subscores on the ACT Assessment, there are about two chances in three that examinees' obtained scores will be within two points of their true scores. Similarly, there are about two chances in three that examinees' obtained Composite scores will be within one point of their true Composite scores.

Norms

The norms shown in Table 1.5 reflect the performance of students who took the ACT Assessment on national test dates during 1994-95 or 1995-96 and who reported that they expected to graduate from high school in 1996. These students are the source of the national and state norms printed on score reports during 1996–97.

The numbers reported in Table 1.5 are *cumulative percents*. A cumulative percent is the percent of students who scored at or below a given score. For example, Table 1.5 reports that a Composite scale score of 20 has a cumulative percent of 50. This means that 50 percent of the 1996 graduates had a Composite score of 20 or lower. Consequently, 100% - 50% = 50% had a Composite score of 21 or higher. Although 100 percent of the juniors and seniors scored at or below the highest possible score, the highest reported cumulative percent reported is 99. Extended-time tested students are not included in any of the state or national norms.

A degree of comparability exists between the characteristics of the score scale for the ACT Assessment and the norms that appear in Table 1.5. This comparability should not, however, be overgeneralized. Equal scale scores on different tests do not always signify the same level of educational development. For example, Table 1.5 indicates that for this group of ACT-tested 1996 graduates, a score of 20 has different cumulative percents for each of the four areas and for the Composite. As a further illustration, while a scale score of 27 on Reading has a cumulative percent of 84, a scale score of 25—not 27—on Mathematics has this same cumulative percent. Thus, it can be stated that a scale score of 27 on Reading is comparable to a scale score of 25 on Mathematics for this group of ACT-tested 1996 graduates. As this example shows, comparisons of scores across tests are best made using normative information such as that in Table 1.5.

continued on page 9

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Table 1.5

National Distributions of "Percent At or Below" for ACT Test Scores
1996 HS Graduates Tested on National Test Dates

Score	**ENGLISH**	Usage/Mechanics	Rhetorical Skills	**MATHEMATICS**	Pre-Algebra/Elem. Alg.	Alg./Coord. Geometry	Plane Geometry/Trig.	**READING**	Soc. Studies/Sciences	Arts/Literature	**SCIENCE REASONING**	**COMPOSITE**	*Score*
36	99			99				99			99	99	36
35	99			99				99			99	99	35
34	99			99				98			99	99	34
33	99			99				96			99	99	33
32	99			99				95			99	99	32
31	98			98				93			98	99	31
30	97			97				92			97	97	30
29	96			96				90			95	96	29
28	93			94				87			93	93	28
27	90			91				84			91	91	27
26	86			88				80			88	87	26
25	81			84				75			83	83	25
24	76			80				72			77	78	24
23	71			75				66			71	72	23
22	65			69				61			65	65	22
21	59			64				54			56	58	21
20	53			58				47			48	50	20
19	46			50				40			40	42	19
18	39	99	99	42	99	99	99	35	99	99	31	34	18
17	33	99	99	34	98	99	98	28	98	96	24	26	17
16	27	97	98	24	96	98	98	23	95	89	16	19	16
15	21	93	96	16	92	96	96	18	91	84	10	13	15
14	15	88	91	09	87	93	93	14	85	79	06	08	14
13	10	81	84	04	81	88	85	10	78	71	03	04	13
12	07	73	75	02	74	83	78	06	72	62	01	01	12
11	04	65	64	01	65	70	65	03	63	52	01	01	11
10	02	56	53	01	53	61	53	02	54	43	01	01	10
09	01	46	38	01	41	43	39	01	38	35	01	01	09
08	01	36	27	01	30	28	25	01	28	27	01	01	08
07	01	25	17	01	19	17	12	01	20	20	01	01	07
06	01	16	08	01	10	10	08	01	11	13	01	01	06
05	01	08	04	01	05	07	04	01	06	08	01	01	05
04	01	03	01	01	02	04	03	01	03	04	01	01	04
03	01	01	01	01	01	02	01	01	01	02	01	01	03
02	01	01	01	01	01	01	01	01	01	01	01	01	02
01	01	01	01	01	01	01	01	01	01	01	01	01	01
Mean	**20.3**	10.1	10.4	**20.2**	10.4	10.0	10.4	**21.3**	10.6	11.1	**21.1**	**20.9**	
S.D.	**5.4**	3.4	2.9	**4.8**	3.3	3.0	2.9	**6.1**	3.4	3.9	**4.6**	**4.7**	

Note: These norms are the source of national and state norms printed on ACT Assessment score reports during the 1996-97 testing year. Sample size: 924,663.

Norms for the nationally representative sample of self-designated, college-bound, 12th-grade students discussed previously are provided in Table 1.6 for all test scores, subscores, and the Composite. The scores of the same group of college-bound students were used to construct the norms in Table 1.6 and the score scales for the ACT Assessment.

NONCOGNITIVE COMPONENTS

The noncognitive components of the ACT Assessment include the High School Course/Grade Information questionnaire, the ACT Interest Inventory, and the Student Profile Section. They appear in the booklet *Registering for the ACT Assessment*. Students respond to them when completing the registration folder for an ACT Assessment national test date.

High School Course/Grade Information

A common finding in education is that high school grades are predictive of college grades and that test scores and high school grades, combined, are a better predictor of college grades than either alone.

Introduced in 1985 to increase the usefulness of ACT Assessment results, the High School Course/Grade Information questionnaire asks students who register for national test dates about the courses they have completed or plan to take in high school and the grades they have received. The 30 courses listed represent six major curricular areas—English, mathematics, natural sciences, social studies, languages, and arts. The courses include those that customarily form the basis of a college preparatory curriculum, and, frequently are required for college admission.

Results furnished to colleges on the ACT Assessment College Report provide preliminary data for use in admissions, course placement, and academic advising. The information also may assist college officials in addressing recent federal and state requirements regarding the high school coursework of prospective or admitted freshmen.

Tables summarizing the relationship between students' curricular preparation and ACT Assessment scores are furnished to high school personnel in the High School Profile Report. Counselors and administrators can examine the relationship between ACT Assessment scores and the curricular background and plans of their school's students.

Accuracy of High School Course/Grade Information

According to research done at ACT, students report data on the High School Course/Grade Information Section with a high degree of accuracy. In a study based on a nationally representative sample of 1,074 students at 53 high schools throughout the United States, about 87 percent of the information students provided on the courses they had taken agreed with corresponding data obtained from their high school transcripts. Moreover, many of the non-matches were due to problems in the interpretation of the transcript or to omissions.

For typical courses, about 71 percent of students' self-reported grades agreed exactly with the grades on the transcripts, and about 97 percent were within one letter grade. Detailed information about this study is provided in ACT Research Report 88-1, *Accuracy of Self-Reported High School Grades of College-Bound Students.*

ACT Interest Inventory

Development and Content

The ACT Interest Inventory, which is usually completed when students register for the ACT Assessment, was introduced in the fall of 1973. The Unisex Edition of the ACT Interest Inventory (UNIACT) was introduced in 1977 and revised in 1989. The six UNIACT scales, each based on 15 questions, were developed to parallel Holland's six interest and occupational types

continued on page 11

Table 1.6

College-Bound Norms from the 1988 National Study
Percent of Students At or Below Each Score

Score	ENGLISH	Usage/Mechanics	Rhetorical Skills	MATHEMATICS	Pre-Algebra/Elem. Alg.	Alg./Coord. Geometry	Plane Geometry/Trig.	READING	Soc. Studies/Sciences	Arts/Literature	SCIENCE REASONING	COMPOSITE	Score
36	99			99				99			99	99	36
35	99			99				99			99	99	35
34	99			99				99			99	99	34
33	99			99				98			99	99	33
32	99			99				97			99	99	32
31	99			99				97			99	99	31
30	99			99				96			98	99	30
29	98			98				94			98	98	29
28	96			97				93			98	98	28
27	95			96				91			97	96	27
26	93			94				89			95	95	26
25	90			93				87			94	92	25
24	88			90				82			91	89	24
23	84			87				79			86	87	23
22	79			83				76			84	83	22
21	75			80				73			81	78	21
20	70			74				68			75	73	20
19	64			69				63			68	68	19
18	57	99	99	62	99	99	99	55	99	99	62	59	18
17	50	99	99	53	99	99	99	52	99	98	51	50	17
16	43	98	99	46	98	99	99	47	98	93	44	41	16
15	36	95	98	33	97	99	99	39	96	87	30	32	15
14	28	92	95	24	94	96	97	34	94	87	23	24	14
13	23	88	91	14	88	94	93	30	88	81	11	16	13
12	16	84	86	07	84	89	90	21	84	75	07	08	12
11	09	78	80	02	75	86	82	16	75	68	04	03	11
10	05	68	72	01	70	76	70	12	70	62	02	01	10
09	02	57	59	01	59	57	62	08	64	55	01	01	09
08	01	49	49	01	47	42	40	03	49	48	01	01	08
07	01	36	33	01	34	26	27	02	41	42	01	01	07
06	01	27	23	01	27	13	14	01	22	35	01	01	06
05	01	14	09	01	14	13	14	01	13	28	01	01	05
04	01	07	04	01	09	04	05	01	06	22	01	01	04
03	01	02	02	01	02	04	05	01	02	10	01	01	03
02	01	01	01	01	01	01	01	01	01	06	01	01	02
01	01	01	01	01	01	01	01	01	01	01	01	01	01

Note: The college-bound students whose scores were used to construct the norms in Table 1.6 are the same as those used to construct the score scales for the Enhanced ACT Assessment.

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(Holland, Whitney, Cole, & Richards, 1969; Holland, 1985). Figure 1.1 explains what each interest scale measures. Holland's types are shown in parentheses below the names of the scales to which they are related.

Science (I-Investigative)[a]	Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion.
Arts (A-Artistic)	Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature).
Social Service (S-Social)	Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies.
Business Contact (E-Enterprising)	Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.
Business Operations (C-Conventional)	Developing and/or maintaining accurate and orderly files, records, accounts, etc; designing and/or following systematic procedures for performing business activities.
Technical (R-Realistic)	Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery and raising crops/animals.

[a] Related Holland (1985) type

Figure 1.1. **Content of UNIACT scales**

Specifics regarding UNIACT's rationale, development, and psychometric characteristics are reported in the *ACT Assessment Program Technical Manual* (ACT, 1996) and the *Technical Report for the Unisex Edition of the ACT Interest Inventory* (Lamb & Prediger, 1981), including its 1988 *Supplement*. The *Technical Report* also provides interest profiles for more than 40,000 people in 352 educational and occupational groups.

Sex Fairness

The National Institute of Education guidelines on sex fairness in interest inventories (Diamond, 1975) note that "the vocational interests and choices of men and women are influenced by many environmental and cultural factors" (page xxvi). One factor, sex-role stereotyping, often affects students' responses to interest inventory questions. As a result, unless special care is taken, the occupational options suggested to males and females will be largely restricted to areas traditional for their sex.

UNIACT question content emphasizes familiar work-relevant activities and avoids job titles subject to sex-role stereotypes (e.g., carpenter, secretary, nurse). In general, sex differences at the question and scale level are minimized by using questions that tap the intended interest dimensions while avoiding connotations of gender propriety. This is in accord with the National Institute of Education guidelines on sex fairness (Diamond, 1975), cited above. Research indicates that the scoring and reporting procedures used with UNIACT offer the full spectrum of career options to both males and females.

Some of the students who value sex-role propriety in the work world will have work-relevant activity preferences appropriate to occupations "nontraditional" for their sex. Hence, they may be surprised by their interest scores. ACT encourages high school counselors and college advisers to help such students explore (not necessarily change) what they value in a job and broaden their range of work-relevant experiences. By doing so, they may increase their career options.

Reporting Procedures

UNIACT scores are reported in three ways:

- World-of-Work Map Regions. ACT's World-of-Work Map (discussed on page 13) is shown in Figure 1.2. The 12 map regions indicate varying degrees of preference for Data, Ideas, People, and Things Work Tasks. As the instructions below the map explain, students are encouraged to explore career families in map regions suggested by their UNIACT responses.
- Standard Scores (High School and College Reports). The six scores, one for each of the six UNIACT scales, have a mean of 50 and a standard deviation of 10 for a nationally representative sample of 12th-graders (not the same sample used to scale the Enhanced ACT Assessment cognitive tests).
- Percentile Ranks (High School and College Reports). Percentile ranks, based on the same nationally representative sample, are profiled as standard-error-of-measurement bands.

The "Your Educational/Occupational Planning" section of the Student Report provides students with a UNIACT interpretation based on World-of-Work Map regions. (Also, see the "Career Options" steps on the back of the High School and College Reports.) Although many students will be satisfied with the suggestions they receive, counselors may wish to use these suggestions as a basis for more intensive self/

continued on page 13

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About the Map

- The World-of-Work Map arranges career families (groups of similar jobs) into 12 regions. Together, the career families cover nearly all U.S. jobs. Although the jobs in a family differ in their locations, most are located near the point shown.
- A career family's location is based on its primary work tasks—working with DATA, IDEAS, PEOPLE, and THINGS.
- Six general areas of the work world and related Holland types (Holland et al., 1969) are indicated around the edge of the map.

How to Use the Map

1. Note the student's Map Regions printed below the ACT Interest Inventory profile on the High School or College Report.
2. Circle the regions on the map and note the career families in those regions and nearby. Also note the combination of work tasks—Data, Ideas, People, and Things—that best describes those career families and the student's work-related activity preferences (interests).
3. Refer to the Career Family List (page 19 and on the back of the Student Report) for typical occupations and programs of study in the career families identified in Step 2. Suggest that students follow the "Steps in Career Exploration," in Section 3 of *Using Your ACT Assessment Results*, to find out more about career options that are listed.

About Region 99

Map Region 99 is reported when a student's scores on the interest scales are inconclusive with respect to preferences for the Data/Ideas and People/Things work tasks. (See discussion on pages 14-15.) The ACT Assessment Student Report states, "Your responses to the ACT Interest Inventory indicate that you have not yet formed a clear pattern of work task preferences."

Figure 1.2. **World-of-Work Map**

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career exploration. The standard scores and percentile ranks on the reports sent to counselors readily lend themselves to clinical interpretations drawing on professional training and experience. Of course, some students will need to be reminded that having interests in an area does not necessarily mean they have abilities in that area. Interests and abilities must be considered in combination as students develop lists of occupations and/or educational programs to explore.

World-of-Work Map

The World-of-Work Map and the 19 career families it contains were designed to serve two functions. First, they provide a simple yet comprehensive overview of a work world that comprises thousands of different occupations. Second, they help students identify occupations congruent with their interests. To this end, a student's UNIACT results are reported as map regions that relate directly to the map regions and career families on the Map. A student's map regions summarize his or her preferences for Data, Ideas, People, and Things Work Tasks as indicated by the student's UNIACT responses. These work tasks provide the crucial link between measured interests and career options.

Work Tasks. The four basic work tasks are described in Figure 1.3 with alternate terms appearing in parentheses. Examples of work activities and related UNIACT scales are noted. The occupations listed as examples were chosen according to the primary focus of the job activities. For example, though a scientist may work with data, the primary purpose is not to produce or handle data, but to create or apply scientific knowledge. Likewise, though an accountant may work with ideas, the ultimate goal is not to develop new ideas, but to organize, record, and verify data in a systematic manner.

The work tasks described in Figure 1.3 are compatible with the hexagon used by Holland to depict degree of similarity among his six interest/occupational types (Holland et al, 1969; Holland, 1985). The hexagon, embedded in the World-of-Work Map, can be seen by connecting the points (R, I, A, S, E, C) for Holland's types. Degree of similarity is indicated by distance between the points (types).

A hexagon has two dimensions, which means that two dimensions are sufficient to depict similarities among Holland's types. Research on the structure of interests (e.g., Prediger, 1982) indicates that these dimensions are the Data/Ideas and People/Things Work Task Dimensions underlying UNIACT. The six UNIACT scales are related to these dimensions as shown by the World-of-Work Map (Figure 1.2). Thus, a person who scores highest on the Social Service Scale (similar to Holland's Type S) would be likely to prefer People Work Tasks; someone who scores highest on the Business Contact Scale (similar to Holland's Type E) would be likely to prefer Data and People Work Tasks, and so on. Figure 1.2 shows how the World-of-Work Map fleshes out Holland's hexagonal model.

Data/Ideas Dimension	People/Things Dimension
Data (facts, records, files, numbers; systematic procedures for facilitating goods/services consumption by people). "Data activities" involve *impersonal processes* such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and secretaries work mainly with data. Related UNIACT scales: Business Operations, Business Contact.	**People** (no alternative terms). "People activities" involve *interpersonal processes* such as helping, informing, serving, persuading, entertaining, motivating, and directing—in general, producing a change in human behavior. Teachers, salespeople, and nurses work mainly with people. Related UNIACT scales: Social Service, Business Contact, Arts.
Ideas (abstractions, theories, knowledge, insights, new ways of expressing something—for example, with words, equations, or music). "Ideas activities" involve *intrapersonal processes* such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work mainly with ideas. Related UNIACT scales: Arts, Science.	**Things** (machines, mechanisms, materials, tools, physical and biological processes). "Things activities" involve *nonpersonal processes* such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things. Related UNIACT scales: Technical, Science, Business Operations.

Figure 1.3. **Basic work tasks**

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Career Families. Because there are so many occupations—more than 12,000 are listed in the *Dictionary of Occupational Titles* (4th edition)—ACT has developed a system of grouping occupations that makes career exploration easier for the student. ACT's occupational groups, called "career families," are based on each occupation's mix of the four basic work tasks: working with data, ideas, people, and things. Occupations with similar work tasks, purpose of work, and work setting are grouped into the same career family. The types of abilities required by occupations in a given career family are generally similar, although ability levels may differ.

The Career Family List appears on the back of the Student Report and on page 19 of this handbook. (An abbreviated version focusing on college programs appears on the back of the High School and College Reports.) Career families on the list are organized into six clusters similar to Holland's six types of occupations (Holland et al, 1969). The World-of-Work Map shows where each career family is located on the work task dimensions. For instance, Career Family B (Management and Planning) is located in Region 3, indicating involvement with Data and People Work Tasks. U.S. Department of Labor job analysis ratings for the 12,099 unique occupations in the *Dictionary of Occupational Titles* (4th edition) and interest scores for 421 educational and occupational groups were used to determine World-of-Work Map locations of the career families.

How a Student's Map Regions Are Determined. The procedure for determining map regions from a student's six interest scores is described in an article entitled "Mapping Occupations and Interests: A Graphic Aid for Vocational Guidance and Research" (Prediger, 1981), available from ACT at no charge. Briefly stated, this procedure uses the rank order of a student's three highest interest scores (sometimes called "three-letter codes" or "Holland codes") to determine the student's map region. Figure 1.2 shows the relationship between the six scores, World-of-Work Map regions, and work tasks. Thus, a student who scores highest on the Science Scale, followed by the Technical and Arts Scales, would be referred to Region 8 and the two adjacent regions (7 and 9). Ideas and Things Work Tasks predominate in these regions.

When diverse interest scales are tied for highest, students may be referred to nonadjacent map regions. For example, a student scoring highest on Social Service (People Work Tasks) and Technical (Things Work Tasks) and next highest on Business Contact (Data and People Work Tasks) would be referred to Regions 1 and 6, indicating a preference for People and Things Work Tasks with some degree of Data involvement.

Use of Map Regions. On the basis of a student's map regions, the Student Report suggests examples of career families that the student might wish to explore. These career families are in or adjacent to the student's map regions. For other career family possibilities, students are referred to the World-of-Work Map in *Using Your ACT Assessment Results*, which accompanies the Student Report.

Typical occupations, *Occupational Outlook Handbook* page references, and typical programs of study for each of the career families are listed on the back of the Student Report and on page 19 of this handbook. A worksheet entitled "Steps in Career Exploration" is provided in *Using Your ACT Assessment Results* to help students explore their career options. The "Career Options" unit on the back of the High School and College Reports can be used with students who no longer have their Student Reports.

Some cautions. Although care was taken to make the World-of-Work Map's career families as homogeneous as possible, there is scatter among the occupations in each career family. Also, interest scores—including map regions—are estimates (as are all test scores). Hence, students should be encouraged to explore career families in map regions adjacent to their map regions. Counselors and advisers are also reminded that the World-of-Work Map summarizes information on more than 12,000 occupations. This is both a strength and a weakness. The goal is to help students in the early stages of career exploration—not to provide a detailed scientific statement. The Map presents an overview of major work world regions, landmarks, and work task climates. This overview can provide focus to career exploration. Only career exploration itself can provide the specifics.

Region 99. When a student's six-score interest profile is undifferentiated ("flat"), it may not be possible to determine a student's map regions. Suppose, for example, the Social Service, Business Operations, and Science Scales are tied (or nearly tied) for highest. As shown by Figure 1.2, a preference for all four work tasks and widely dispersed map regions are indicated. When this occurs, students receive a "Region 99" on their High School and College Reports. In the "Your Educational/Occupational Planning" section of the Student Report, they are told, "Your responses to the ACT Interest Inventory indicate that you have not yet formed a clear pattern of work task preferences."

Counselors and advisers may be able to help these students through a clinical interpretation of the six-score interest profile in the context of other information (e.g., work-related experiences, plans, and abilities). Also, if a student has study programs or occupations in mind, counselors and advisers can identify additional options the student may wish to consider. The "Your Educational/Occupational Planning" section of the Student Report notes the career families containing the student's preferred study program and occupation. Students can be asked to write down these career families under Step 2 of the "Steps in Career Exploration" worksheet in *Using Your ACT Assessment Results*. When Step 3 is completed, students can use the Career Family List to identify related occupations and programs of study. Thus, they can broaden the range of options they are considering.

Counselors and advisers may also wish to help the student find the World-of-Work Map regions of any career families listed under Step 2. Then, the work tasks associated with those regions can be discussed. (The work tasks are defined in Section 3 of *Using Your ACT Assessment Results*.) Nearby career families involve similar work tasks, so they may be worth exploring.

A final consideration: Students may obtain a Region 99 because they have had a limited range of work-related experiences. Counselors and advisers may be able to help such students by suggesting how they can obtain experiences involving data, ideas, people, and things activities and work tasks.

Student Profile Section

The Student Profile Section (SPS) collects nearly 200 questions of information in 12 categories related to students' educational and vocational aspirations, plans, abilities, accomplishments, and needs.

- **Admissions/Enrollment Information** (questions 1–10). Housing plans, expected date of college entrance, disabilities.
- **Educational Plans, Interests, and Needs** (questions 11–18). Major and vocational choice, certainty of choices, highest degree objective, expected college grade point average.
- **Special Educational Needs, Interests, and Goals** (questions 19–39). Needs for special academic, career, or personal counseling and guidance. Interest in credit by examination or advanced placement
- **College Extracurricular Plans** (questions 40–55). Plans to participate in each of 16 kinds of activities.
- **Financial Aid** (questions 56–59). Plans to apply for financial aid, number of hours student plans to work per week.
- **Background Information** (questions 60–65). Demographic information about student's family and community.
- **Factors Influencing College Choice** (questions 66–77). Rank order of following factors: type of college, student-body composition, location, cost, size, field of study, "other." Specific limits or preferences noted for cost and four other factors.
- **High School Information** (questions 78–98). Characteristics of student's high school; student's class rank, GPA, program of study, and core courses.
- **High School Extracurricular Activities** (questions 99–114). Participation in each of 16 kinds of activities (same as "College Extracurricular Plans").

• **Out-of-Class Accomplishments** (questions 115–177). Ratings on nine seven-question scales designed to assess accomplishments in these areas: leadership, music, speech, art, writing, science, athletics, community service, and work experience. ACT sums the student's "yes" responses and assigns ratings of N=None, AV=Average, HI=High, and VH=Very High according to the table below. The Average rating corresponds to a score at or below the 50th percentile of a representative sample of college-bound high school students. The High rating corresponds to a score between the 51st and 85th percentiles. A rating of Very High corresponds to a score above the 85th percentile.

Area	Ratings			
	N	AV	HI	VH
Leadership	0	1	2-3	4-7
Music	0	1	2-4	5-7
Speech	0	-	1-2	3-7
Art	0	-	1-2	3-7
Writing	0	-	1-2	3-7
Science	0	-	-	1-7
Athletics	0	1-2	3-5	6-7
Community Service	0	-	1-2	3-7
Work Experience	0	1	2-3	4-7

• **Evaluation of High School Experience** (questions 178-189). Student's rating of overall adequacy of own high school education; ratings of the school on 11 specific criteria.

• **Release of Information** (question 190). Student's decision regarding release of certain ACT Assessment information to colleges and scholarship agencies through participation in the ACT Educational Opportunity Service.

Student Profile Section results appear in different combinations on the Student Report, High School Report, and College Report. High school counselors use SPS results in planning precollege guidance activities for students. Colleges use SPS results in recruiting, admissions, and placement. Results also are used to identify students for special educational opportunities and interventions.

Accuracy of Self-Reported Out-of-Class Accomplishments

An ACT study conducted on a national sample of more than 5,000 students revealed that students generally are accurate in reporting out-of-class accomplishments. The agreement between student-reported and school-reported information is highest on those questions for which schools could be expected to have accurate records and lowest for subjective evaluations of personal skills. For example, 98.8 percent agreement was found for the question "Participated in NSF summer program," but only 72.1 percent agreement was found for the question "Played a musical instrument."

Further information is available in the ACT Research Report No. 87-6, *Accuracy of Self-Reported Activities and Accomplishments of College-Bound Students.*

2
ACT ASSESSMENT REPORTS AND DATA SERVICES

Because scores and other results are used in a variety of settings, we distribute three different reports for each student who completes the ACT Assessment on national test dates—the Student Report, the High School Report, and the College Report.

The data used in preparing these reports are gathered from the student's responses to the ACT Assessment tests and noncognitive components, from ACT-participating colleges, and from ACT research in the areas of educational and vocational measurement. All student self-reported information is shown as recorded by the student on the ACT Assessment registration folder. If the student omits information from any part of the ACT Assessment, a dash (—) appears in the corresponding areas of his/her reports.

The Student Report provides the student with an individualized narrative summary of the main results. The report presents the four test scores, the Composite score, and the seven subscores along with their corresponding national college-bound ranks (expressed as cumulative percents: the percentages of examinees in a given norm group who scored at or below each score). When possible, the report provides additional ranks for the student's Composite score. The report also conveys personalized suggestions for educational and career planning and information about up to six college choices.

The High School Report provides counselors with test scores, subscores, and ACT Interest Inventory results plus detailed information about the student's plans, needs, and goals for beyond high school. Information about the student's college choices, which appears on both the High School Report and the Student Report, is furnished for some 3,500 colleges that respond to ACT's annual Institutional Data Questionnaire and authorize release of their data.

Similar in format and content to the High School Report, the College Report provides admissions, advising, and placement staff with additional information about the student's high school coursework and grades. If the receiving college participates in ACT Research Services, the College Report also may include local score norms and predictive information comparing the student's results to those of selected groups of freshmen at that college.

REPORTS AND DATA SERVICES FOR HIGH SCHOOLS

Student Report

Designed to be largely self-explanatory, the narrative Student Report (Figures 2.1 and 2.2) answers the questions that students typically ask about their ACT scores and other results. This allows counselors more time for substantive guidance activities by freeing them from much of the routine, repetitive explanation of basic test results.

Three sections of the report address concerns of the college-bound student: Your ACT Test Scores, Your College Planning, and Your Educational/Occupational Planning. Each student receives an individualized interpretation of the main ACT Assessment results in these three areas. Concepts such as ranks based on cumulative percents (percent at or below each score) are explained, with examples drawn from the student's own test scores. The back of the report provides a summary of college admissions policies and ACT's Career Family List.

ACT provides one copy of the Student Report and a copy of the student guide, *Using Your ACT Assessment Results*, for each student tested. These are normally mailed to the student's high school for distribution to each student, except after the June test date when they are sent to the student's home address. Each high school in the United States has the option to authorize direct mailing of all Student Reports to the student's home address. A form for exercising this option is included in the annual August mailing of interpretive materials.

TRACY ARTHUR C
7852 W 46TH ST
WHEAT RIDGE CO 80033

ACT

ACT ASSESSMENT STUDENT REPORT

(For more information, see *Using Your ACT Assessment Results*.)

392-11-1996
HSC 067-890

YOUR ACT TEST SCORES Your 10/96 ACT scores, listed below, provide one way to estimate your level of educational development. The ranks show how your scores compare with those of college-bound students who took the ACT on a national test date. For instance, your READING score (25) has a rank of 75. This means that 75% of the college-bound students scored at or below your READING score. The rank of your Composite (average) score indicates that your overall educational development is likely in the top *half* of ACT-tested college-bound students. Compared with all high school students (not just college-bound), your ranks would be higher.

To emphasize that test scores are only estimates, bands are drawn around your ranks. Check the bands for the four tests (English, Math, Reading, Science Reasoning). If bands for two tests do not overlap, your ranks probably differ. For three of the tests, additional scores (subscores) are provided. Check the subscore bands for English, then Math, then Reading. If the subscore bands for a test do not overlap, your ranks probably differ. Use the bands to identify knowledge and skill areas you may want to work on. The areas are described in *Using Your ACT Assessment Results*.

KNOWLEDGE AND SKILL AREAS	SCORES (1-36) (1-18)	RANK: PERCENT OF COLLEGE-BOUND STUDENTS AT OR BELOW YOUR SCORES (1 10 25 50 75 90 99)
ENGLISH	24	76
Usage/Mechanics	13	81
Rhetorical Skills	12	75
MATHEMATICS	17	34
Pre-Algebra/Elem. Alg.	09	41
Alg./Coord. Geometry	10	61
Plane Geometry/Trig.	08	25
READING	25	75
Soc. Studies/Sciences	10	54
Arts/Literature	14	79
SCIENCE REASONING	18	31
COMPOSITE (Average)	21	58**

Your Composite score indicates that you can probably do well in a wide variety of colleges and programs. You may want to consider several options before making a final choice. The next section can help you explore your options.

Scores can be compared to the scores earned by different groups of college-bound high school graduates who recently took the ACT as jrs or srs: 58% of jrs/srs tested nationwide and 53% of jrs/srs tested in Colorado scored at or below your Composite score.

H.S. grades you reported: English=A, Math=C, Social Studies=A, Natural Sciences=B.

YOUR COLLEGE PLANNING Admissions standards differ among colleges and, sometimes, among programs of study within a college. Your high school grades and ACT Composite score are most like those of students who enter colleges with a selective admissions policy (see description on back). Remember, however, that many colleges with less selective admissions policies offer opportunities for a good education.

The table below gives information about the colleges you listed when you registered for the ACT. For example, UNIVERSITY OF OMEGA has a traditional admissions policy. Your ACT Composite score is estimated to rank in the middle half of entering students. The average high school GPA for freshmen is 2.7—lower than the 3.2 for the grades you reported. Students with ACT scores and grades like yours, if admitted to this college, would have about 6 chances in 10 of earning a "C" average or higher during the freshman year. The program of study you listed at ACT registration (POLITICAL SCI/GOVERNMENT) is available. The approximate cost of tuition/fees is $1,200/year, which does not include housing, meals, books, transportation, etc. About 67% of the current freshman class receives student aid based on financial need.

COLLEGE CODE AND NAME	ADMISSIONS POLICY	ESTIMATED RANK OF YOUR ACT COMPOSITE SCORE (ENROLLED FRESHMEN)	H.S. AVERAGE (ENROLLED FRESHMEN)	CHANCES IN 10 OF "C" OR HIGHER	YOUR PROGRAM OF STUDY AVAILABLE	APPROX. YEARLY TUITION & FEES (FRESHMAN YEAR)	PERCENT FRESHMAN CLASS RECEIVING FINANCIAL AID BASED ON NEED
9521 UNIVERSITY OF OMEGA	Trad	Middle Half	2.7	6	Yes: 4-yr Degree	1200	67
7111 ALPHA UNIVERSITY	Sel	Middle Half	3.1	5	Yes: 4-yr Degree	4500	85
7222 BETA COMMUNITY COLL	Open	Upper Quarter	2.4	9	Yes: 2-yr Degree	700	58

A dash (—) means ACT has no information available. See *Using Your ACT Assessment Results* for explanation of program of study and tuition/fees categories.

Remember that test scores and past grades do not guarantee success or failure in college. Other factors, such as program of study and motivation, count too. Most colleges have special programs for students wanting help in particular areas. You reported that you would like help with educational or vocational plans and mathematics. Check with your high school counselor, the college catalog, or the college admissions office to learn whether this special help is available at the college of your choice.

Section 2 of *Using Your ACT Assessment Results* provides more information about choosing a college. If you have not yet decided on a college, ACT's *College Planning/Search Book*, which lists colleges by geographical region and admissions policy, may be helpful. (If this book is not available in your library or guidance office, you'll find ordering instructions in *Using Your ACT Assessment Results*.)

YOUR EDUCATIONAL/OCCUPATIONAL PLANNING Since many people consider several possibilities before making definite career plans, ACT has grouped similar occupations and programs of study into "families" as a career exploration aid. For example, the program of study you indicated (POLITICAL SCI/GOVERNMENT) best fits Career Family P (SOCIAL SCIENCES) and the occupational choice you indicated (LAW) best fits Career Family S (APPLIED ARTS, WRITTEN AND SPOKEN). If you would like to identify other careers in these families, check the Career Family List on the back of this report.

Occupations differ in how much they involve working with data (facts, records); ideas (theories, insights); people (care, services); and things (machines, materials, lab equipment). Your responses to the ACT Interest Inventory indicate that you might enjoy opportunities to work with PEOPLE and ideas. Career Families S, T, and U include many occupations and programs of study which emphasize these "work tasks." If you scan these families, you may find additional career possibilities that you would like to explore. You can identify other Career Families emphasizing people and ideas "work tasks" by using the World-of-Work Map (Found in Section 3 of *Using Your ACT Assessment Results*). See, especially, Map Regions 11 and 12. Remember, however:

- Occupations within each family differ in the proportion of time spent with each of the work tasks.
- Interest scores, like other test scores, are estimates; also, interests may change with experience.
- Interests and abilities may differ; consider both in your educational/occupational planning.

If you will now turn to Section 3 of *Using Your ACT Assessment Results*, you will find a list of activities that can help you identify and explore career options.

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COLLEGE ADMISSION POLICIES

College admission policies may be characterized as follows:

	Typical ACT Composite Scores
Highly Selective: Majority of accepted freshmen in top 10 percent of high school graduating class	27-31
Selective: Majority of accepted freshmen in top 25 percent of high school graduating class	22-27
Traditional: Majority of accepted freshmen in top 50 percent of high school graduating class	20-23
Liberal: Some freshmen from lower half of high school graduating class	18-21
Open: All high school graduates accepted, to limit of capacity	17-20

CAREER FAMILY LIST
(2nd Edition)

Typical occupations and college programs of study associated with each ACT Career Family are listed below. Page numbers for each family refer to pages in the Occupational Outlook Handbook (OOH), 1994-95 edition, published by the U.S. Department of Labor. The OOH includes many more occupations than can be given here, and also provides descriptions of the occupations, what the work is like, characteristics of workers, training required, earnings, and employment prospects. The OOH is available in most libraries.

In the lists below, occupations which may require some training beyond high school are designated as (2) and those typically requiring 4 years or more of college as (4). When both numbers appear, the first one should be considered the more usual amount of training. However, the actual educational requirements for jobs will differ among employers.

Programs of study are designated (2) if they are usually offered by 2-year colleges and (4) if they are usually offered by 4-year colleges. Programs often offered by both are designated (2 & 4). Colleges offering various programs of study are identified in ACT's *College Planning/Search Book*.

BUSINESS SALES AND MANAGEMENT

TYPICAL OCCUPATIONS	TYPICAL PROGRAMS OF STUDY
A. Marketing and Sales (pages 56, 65, 257-259)	
Real Estate Agent (2), Travel Agent (2), Agribusiness Salesperson (2 & 4), Insurance Agent or Claims Representative (2 & 4), Fashion Coordinator (2 & 4), Manufacturing Salesperson for medical and scientific suppliers, computers, etc. (2 & 4), Stock Broker (4 & 2)	Recreation and Tourism (2); Agribusiness (2 & 4); Clothing and Textiles (2 & 4); Food Marketing (2 & 4); Marketing and Purchasing (2 & 4); Real Estate and Insurance (2 & 4); Specialized fields (e.g., computers) related to sales (2 & 4)
B. Management and Planning (pages 23-33, 109, 255, 257)	
Agribusiness or Farm Manager (2 & 4), Buyer (2 & 4), Credit Manager (2 & 4), Office Supervisor (2 & 4), Purchasing Agent (2 & 4), Recreation/Parks Manager (2 & 4), Foreign Service Officer (4 & 2), Personnel Manager (4 & 2), Medical Records Administrator (4), Urban Planner (4)	Farm Management (2); Hotel/Restaurant Management (2); Banking and Finance (2 & 4); Personnel Management (2 & 4); Operations and Production Management (2 & 4); Office Management (2 & 4); Government (4); Institutional Management (4)
C. Records and Communications (pages 213, 225, 231-232, 235-236)	
Court Reporter (2), Legal Secretary (2), Library Assistant (2), Medical Secretary (2), Medical Records Technician (2), Personnel Clerk (2), Secretary (2), Social Secretary (2)	Medical Office Assisting (2), Secretarial Studies, including several specializations (2 & 4)
D. Financial Transactions (pages 17, 22, 30, 73, 88, 255, 261, 267, 276, 280)	
Bookkeeper (2), Real Estate Appraiser (2 & 4), Accountant (4), Actuary (4), Auditor (4), Financial Analyst (4), Insurance Underwriter (4 & 2)	Bookkeeping (2), Accounting (2 & 4), Business Management, Banking, and Finance (2 & 4)
E. Distribution and Dispatching (pages 220, 270-271)	
Airline Dispatcher (2), Air Traffic Controller (2), Cargo Agent (2), Traffic Manager (2), Truck, Bus, or Cab Dispatcher (2), Navigator (2 & 4)	Flight Training, Aeronautics, and/or Specific Schools (e.g., Air Force Training)
F. Business Machine/Computer Operation (pages 260, 265, 268)	
Computer Console, Printer, etc. Operator (2), Office Machine Operator (2), Typist (2), Word Processing Equipment Operator (2)	Computer Operations (2 & 4), Data Processing Technology (2 & 4), Secretarial Studies (2 & 4)

TECHNICAL AND SCIENTIFIC

TYPICAL OCCUPATIONS	TYPICAL PROGRAMS OF STUDY
G. Transportation Technologies (pages 215, 228-241, 255, 444, 447)	
Airframe Jet Engine, etc. Mechanic (2), Automotive Mechanic (2), Railroader, Pilot (2), Airframe Pilot (2 & 4), Merchant Marine Officer (2 & 4)	Automobile/Automotive Technology (2); Aviation/Airframe Mechanics (2); Engineering Technology/Automotive (2); Specific Schools (e.g., Pilot, Merchant Marine)
H. Crafts and Industrial Technologies (pages 30, 227, 249-250, 258-261, 450-455)	
Building Inspector (2), Business Machine Repairer (2), Cook/Chef (2), Firefighter (2), Jeweler (2), Machinist (2), Printer (2), Tailor (2), TV Radio or Appliance Repairer (2), Tool and Die Maker (2)	Appliance and Radio/TV Repair (2); Business Machine Maintenance (2); Engineering Technologies (2); Heavy Equipment Operation (2); Machine Tool Technology (2); Metalworking (2); Small Engine Repair (2); Plastic and Rubber (2 & 4)
I. Agriculture and Natural Resources (pages 164, 201, 207)	
Farmer, including grain, dairy, livestock (2), Forestry Technician (2), Landscape Gardener (2), Seed Producer (2), Tree Surgeon (2), Forester (4)	Agribusiness (2 & 4); Agriculture (2 & 4); Agronomy (2 & 4); Animal Science (2 & 4); Farm Management (2 & 4); Fish, Game, or Wildlife Management (2 & 4); Forestry (2 & 4), Horticulture (2 & 4)

*Career Family H also includes Career Families J, K, and L in the ACT Occupational Classification System.

CREATIVE AND APPLIED ARTS

TYPICAL OCCUPATIONS	TYPICAL PROGRAMS OF STUDY
M. Engineering and Related Technologies (pages 75-76, 87, 224-225, 242, 452)	
Engineering Technician in various fields (2), Biological or Chemical Lab Technician (2), Computer Service Technician (2), Drafter (2), Surveyor (2 & 4), Computer Programmer (2 & 4), Technical Illustrator (2 & 4), Engineer in various fields (4), Food Technologist (4), Systems Analyst (4)	Architecture Technology (2), Data Systems Design (2), Engineering Technology (2), Graphic Arts (2), Industrial Technology (2), Mechanical, civil, manufacturing, etc. (2), Computer Science and Programming (2 & 4), Food Science and Technology (2 & 4), Industrial Engineering (4), Specific Schools (e.g., Electronics, Drafting, etc.)
N. Medical Specialties and Technologies (pages 153, 155, 162-163, 170, 222-223, 244-245, 448)	
Dental Hygienist (2), EEG or EKG Technician (2), Optician (2), Pharmacy Technician (2), X-ray Technician (2), Medical Technologist (2 & 4), Dentist (4), Optometrist (4), Pharmacist (4), Veterinarian (4)	Dental Hygiene (2 & 4), Medical Laboratory Technology (2 & 4), Nursing (2 & 4), Predentistry (4), Premedicine (4), Preoptometry (4), Prepharmacy (4)
O. Natural Sciences and Mathematics (pages 94-101)	
Agronomist (4), Biologist (4), Chemist (4), Ecologist (4), Geographer (4), Geologist (4), Horticulturist (4), Mathematician (4), Physicist (4), Soil Scientist (4), Statistician (4)	Agronomy (2 & 4), Botany (4), Chemistry (4), Geology (4), Oceanography (4), Physics (4), Zoology (4)
P. Social Sciences (pages 119-129)	
Marketing Research Analyst (4 & 2), Anthropologist (4), Economist (4), Political Scientist (4), Psychologist (4), Sociologist (4)	Child Development (2 & 4), Anthropology (4), Education (4), Psychology (4), Sociology (4)
Q. Applied Arts (Visual) (pages 84, 86, 180-184)	
Merchandise Displayer (2), Commercial Artist (2), Fashion Designer (2), Photographer (2), Interior Designer (4 & 2), Architect (4), Landscape Architect (4)	Applied Design (2 & 4), Architecture (2 & 4), Art (2 & 4), Commercial Art (2 & 4), Drafting and Design (2 & 4), Graphic Communications (2 & 4), Multimedia (2)
R. Creative/Performing Arts (pages 187, 190-200)	
Actor (2 & 4), Dancer (2 & 4), Musician (2 & 4), Singer (2 & 4), Composer (4 & 2), Writer (4 & 2)	Arts (2 & 4), Dramatic Arts (4), Dance (4), Creative Writing (4), Music (4), Studio Schools (e.g., Dance, Music, etc.)
S. Applied Arts (Written and Spoken) (pages 210, 245, 251, 258-261, 262)	
Advertising Copywriter (2), Disc Jockey (2), Legal Assistant (2 & 4), Secretary, Executive, or Administrative (2), Interpreter (4 & 2), Reporter (4 & 2), Public Relations Worker (4 & 2), Lawyer (4), Librarian (4), Technical Writer (4)	Journalism (2 & 4), Radio/TV Broadcasting (2 & 4), Advertising (4), English, Literature, Foreign Languages (4), Humanities (4), Speech (4)

SOCIAL, HEALTH, AND PERSONAL SERVICES

TYPICAL OCCUPATIONS	TYPICAL PROGRAMS OF STUDY
T. General Health Care (pages 139-140, 157, 161, 167-170, 211, 218)	
Dental Assistant (2), Licensed Practical Nurse (2), Physical Therapy Assistant (2), Registered Nurse (2 & 4), Dietician (4), Occupational Therapist (4), Physician (4), Speech Pathologist (4)	Certified Medical Assisting (2 & 4), Nursing (2 and LPN) (2 & 4), Occupational Therapy (2 & 4), Physical Therapy (2 & 4), Pre-Medicine (4)
U. Education and Related Services (pages 142-153, 235, 247)	
Preschool Teacher (2), Teacher Aide (2), Athletic Coach (4 & 2), College Teacher (4), Guidance Counselor, Counselor (4), Elementary or Secondary School Teacher (4), Special Education Teacher (4)	Teacher Assisting (2), Education Industry Elementary, Science, Special, Vocational, etc. (4)
V. Social and Government Services (pages 49, 155, 156, 159-233, 149, 257, 261)	
Recreation Leader (2), Police Officer (2), Health Visitor, Inspector (4 & 2), Child Welfare Worker (4), Home Economist (4), Rehabilitation Counselor (4), Statistician (4), Social Worker (4)	Social Work Assistance (2), Public Relations and Other (2 & 4), Travel and Tourism (2 & 4), Law, Government and Community (2 & 4), Parks and Recreation Management (2 & 4), Social Work (4)

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Figure 2.2. **ACT Assessment Student Report (back)**

High School Report

The ACT Assessment High School Report (Figure 2.3) is shown on the next page. The main data elements are described below. For data derived from the student's responses to the Student Profile Section, corresponding SPS item numbers are given in parentheses.

For suggestions about using information from the High School Report in precollege counseling, see pages 27–35.

A. Basic student identification plus test scores, Composite score, and subscores. Cumulative percents for these scores are based on 1996 high school graduates who, as juniors or seniors, took the ACT Assessment on national test dates. State norms are reported only if 1,000 or more examinees tested.

B. Student's decision (Y = yes, N = no) on authorizing release of data to colleges and scholarship agencies that participate in ACT's Educational Opportunity Service. (SPS 190)

C. Self-reported educational and vocational plans, chosen from a list of nearly 300 college majors and occupations. The student notes degree of certainty of these plans and estimates first-year college GPA, on a four-point scale. (SPS 11–17)

D. Self-reported needs for special help and interest in credit by examination, advanced placement, and other educational enrichment opportunities. (SPS 18–26, 28–39)

E. The student's ranking of seven college choice factors and preferences regarding five of the factors. (SPS 66–77)

F. Self-reported plans for financial aid and employment while in college. (SPS 56–58)

G. ACT Interest Inventory results reported as standard scores, percentile ranks, and World-of-Work Map regions.

H. Information about the colleges to which the student had ACT reports sent. If the "Special Message" box applies to the student, an asterisk will be printed there. (Derivation and suggested uses of college information are discussed on pages 30–31.)

I. The most recent grades received before the senior year in four subject areas, as reported by the student. (An "N" for a subject area indicates that the student did not complete a course in that area.)

J. Type of testing:

NATIONAL = Testing on a national test date (domestic)

INTERNTL = Testing on a national test date (outside the U.S.)

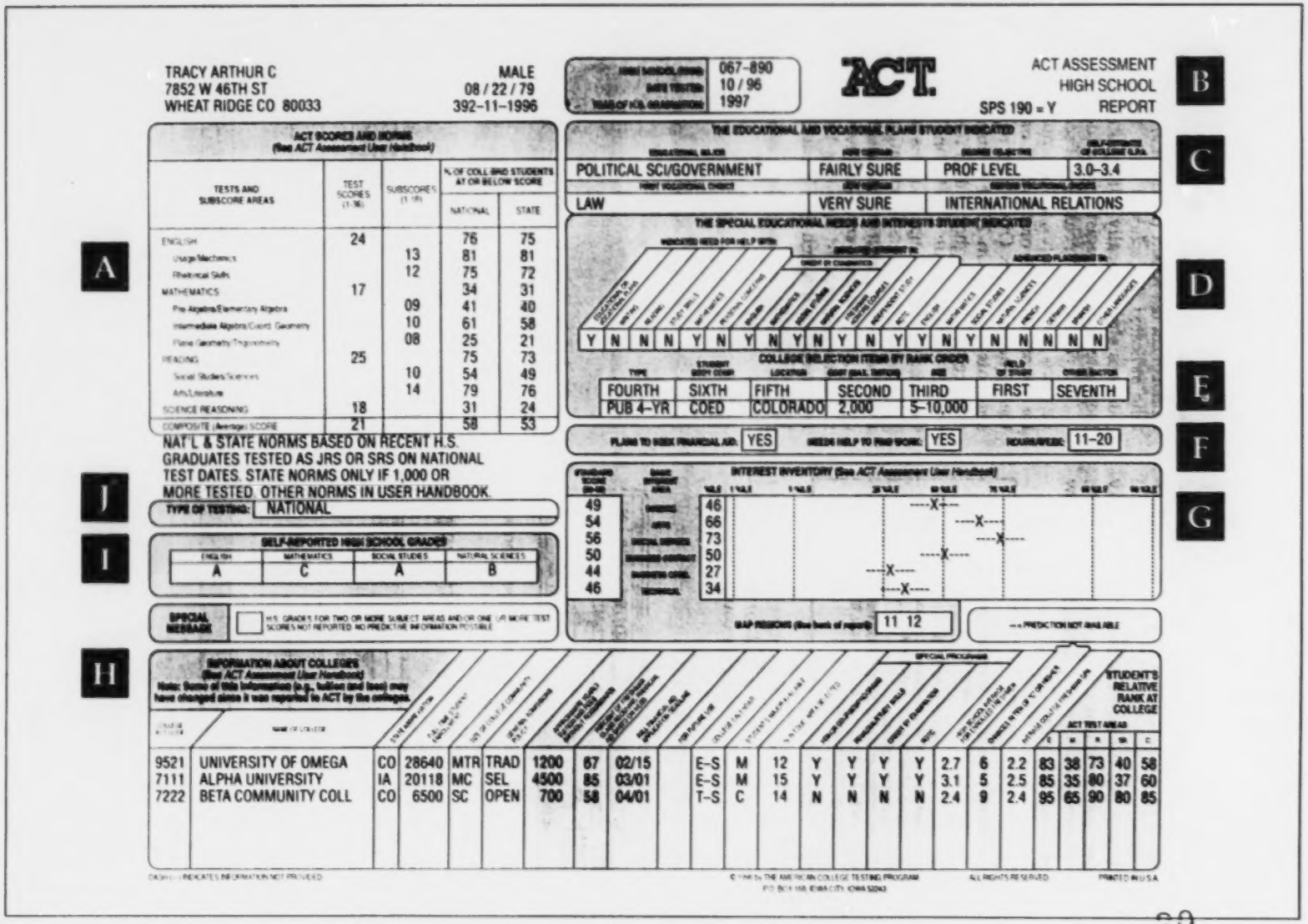
SPECIAL = Special accommodations (non-standard test materials and/or extended time) at the examinee's request

ARRANGED = Either an individual administration with standard materials and time limits or a project test

DANTES = Armed forces member or dependent tested on a military base

STATE = State-mandated in-school testing

The back of the High School Report provides a Career Options activity for the student. The activity uses ACT's World-of-Work Map and the student's map regions (from the ACT Interest Inventory) as a starting point to explore career possibilities and related college majors.



TRACY ARTHUR C
7852 W 46TH ST
WHEAT RIDGE CO 80033

MALE
08 / 22 / 79
392-11-1996

HIGH SCHOOL CODE	067-890
DATE TESTED	10 / 96
YEAR OF H.S. GRADUATION	1997

ACT

ACT ASSESSMENT
HIGH SCHOOL REPORT

SPS 190 = Y

B

ACT SCORES AND NORMS (See ACT Assessment User Handbook)

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-19)	% OF COLL-BND STUDENTS AT OR BELOW SCORE: NATIONAL	STATE
ENGLISH	24		76	75
Usage/Mechanics		13	81	81
Rhetorical Skills		12	75	72
MATHEMATICS	17		34	31
Pre-Algebra/Elementary Algebra		09	41	40
Intermediate Algebra/Coord. Geometry		10	61	58
Plane Geometry/Trigonometry		08	25	21
READING	25		75	73
Social Studies/Sciences		10	54	49
Arts/Literature		14	79	76
SCIENCE REASONING	18		31	24
COMPOSITE (Average) SCORE	21		58	53

A

NAT'L & STATE NORMS BASED ON RECENT H.S. GRADUATES TESTED AS JRS OR SRS ON NATIONAL TEST DATES. STATE NORMS ONLY IF 1,000 OR MORE TESTED. OTHER NORMS IN USER HANDBOOK.

J

TYPE OF TESTING: NATIONAL

THE EDUCATIONAL AND VOCATIONAL PLANS STUDENT INDICATED

C

EDUCATIONAL MAJOR	HOW CERTAIN	DEGREE OBJECTIVE	GPA ESTIMATE OF COLLEGE G.P.A.
POLITICAL SCI/GOVERNMENT	FAIRLY SURE	PROF LEVEL	3.0-3.4
FIRST VOCATIONAL CHOICE	**HOW CERTAIN**	**SECOND VOCATIONAL CHOICE**	
LAW	VERY SURE	INTERNATIONAL RELATIONS	

THE SPECIAL EDUCATIONAL NEEDS AND INTERESTS STUDENT INDICATED

D

INDICATED NEED FOR HELP WITH: EDUCATION OR OCCUPATIONAL PLANS	WRITING	READING	STUDY SKILLS	MATHEMATICS	PERSONAL CONCERNS	ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	ENROLLMENT IN: HONORS COURSES	ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	ADVANCED PLACEMENT IN: ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES	FOREIGN LANGUAGE	COMPUTER SCIENCE
Y	N	N	N	Y	N	Y	N	Y	N	Y	N	Y	Y	N	Y	N	N	N	N	N

COLLEGE SELECTION ITEMS BY RANK ORDER

E

TYPE	STUDENT BODY CODE	LOCATION	COST (MAX. TUITION)	AGE	FIELD OF STUDY	OTHER FACTOR
FOURTH	SIXTH	FIFTH	SECOND	THIRD	FIRST	SEVENTH
PUB 4-YR	COED	COLORADO	2,000	5-10,000		

PLANS TO SEEK FINANCIAL AID:	YES	NEEDS HELP TO FIND WORK:	YES	HOURS/WEEK:	11-20

F

SELF-REPORTED HIGH SCHOOL GRADES

I

ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES
A	C	A	B

INTEREST INVENTORY (See ACT Assessment User Handbook)

G

STANDARD SCORE (20-80)	BASIC INTEREST AREA	1 to 25	1 to 50	25 to 75	50 to 99	75 to 99	99 to 99
49		46			X		
54		66				X	
56		73				X	
50		50			X		
44		27		X			
46		34		X			

MAP REGIONS (See back of report): 11 12

--- = PREDICTION NOT AVAILABLE

SPECIAL MESSAGE

☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS AND/OR ONE (1) OR MORE TEST SCORES NOT REPORTED. NO PREDICTIVE INFORMATION POSSIBLE

H

INFORMATION ABOUT COLLEGES (See ACT Assessment User Handbook)

Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE CODE	NAME OF COLLEGE	STATE	ENROLLMENT	TYPE OF CONTROL	TYPE OF CALENDAR	FRESHMAN ACT COMPOSITE	FRESHMAN ACT ENGLISH	FRESHMAN ACT MATHEMATICS	FRESHMAN ACT SCIENCE	FRESHMAN ACT SOCIAL STUDIES	TYPE OF ENTRANCE	COLLEGE ENTRANCE REQUIREMENTS	ENTRANCE TESTS	ENTRANCE APPLIED	SPECIAL PROGRAMS: REMEDIAL/DEVELOPMENTAL	ENRICHMENT/HONORS	CREDIT BY EXAMINATION	ROTC	AVG. ACT COMP. SCORE OF ENTERING FRESHMEN	AVG. HIGH SCHOOL GPA OF ENTERING FRESHMEN	CHANCES IN 10 OF A STUDENT WITH YOUR GPA AND ACT COMP. SCORE OF:	ATTEND COLLEGE	STUDENT'S RELATIVE RANK AT COLLEGE: ACT TEST AREAS: E	M	R	SS	C
9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	1200	67	02/15		E-S	M	12	Y	Y	Y	Y	2.7	6	2.2	83	38	73	40	58
7111	ALPHA UNIVERSITY	IA	20118	MC	SEL	4500	85	03/01		E-S	M	15	Y	Y	Y	Y	3.1	5	2.5	85	35	80	37	60
7222	BETA COMMUNITY COLL	CO	6500	SC	OPEN	700	58	04/01		T-S	C	14	N	N	N	N	2.4	9	2.4	95	65	90	80	85

DASH (-) INDICATES INFORMATION NOT PROVIDED

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Figure 2.3. ACT Assessment High School Report

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High School Score Label

After each national test date, the high school receives two score labels (Figure 2.4) for each student who correctly entered the school's code when completing the ACT Assessment. The labels bear the student's name, Social Security number, test date, test scores, Composite score, type of testing, subscores, and percent at or below for the Composite score.

N =	National testing on national test date (domestic)
F =	Foreign/international testing on national test date (outside the U.S.)
X =	Testing with special accommodations (non-standard test materials and/or extended time) at examinee's request
Z =	Individual arranged testing with standard time and regular-type materials
P =	Project (group) testing or testing administered by NROTC
D =	DANTES testing on military base for armed forces member or dependent

One label is provided for the student's permanent record; one is for the counselor's files.

TRACY ARTHUR C					392111996			10	96		
ACT											
TEST SCORES:	24		17			25		18	21	N	
SUBSCORES:	13	12	09	10	08	10	14	58			

Figure 2.4. **ACT Assessment High School Score Label**

High School List Report

After each national test date and any late reporting cycles, the high school receives an alphabetical list report (Figure 2.5) of all students who indicated that school's code. The report lists students alphabetically within the grade levels they noted on their registration folders.

The report includes test scores, Composite score, and subscores, with cumulative percents for test scores based on the ACT national college-bound norm group. Other data reported include students' chances in 10 of earning a first-term average of "C" or higher at their first three college choices. (These grade predictions are discussed further in item I on page 31 of this handbook.) The college major and first occupational choice are reported as three-digit codes, listed in *Registering for the ACT Assessment*. Also reported is each student's response to SPS item 190, authorizing release of data through ACT's Educational Opportunity Service.

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ACT ASSESSMENT HIGH SCHOOL LIST REPORT

PAGE

NAME OF STUDENT	SEX	ENGLISH	MATHEMATICS	READING	SCI. REASONING	COMPOSITE	1ST THREE COLLEGE CHOICES AND PROBABILITIES				COLL. MAJOR & 1ST OCC. CHOICE	

Figure 2.5. **ACT Assessment High School List Report**

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Magnetic Tape or Diskette Reporting Option

Students' ACT Assessment records, as shown on the High School Report, are available to high schools on magnetic tape or diskette as an extra-cost reporting service. All schools that order tapes or diskettes first receive the standard paper copies of the High School Report for use in counseling individual students.

Tapes and diskettes are generated about four weeks after each test date for all immediately reportable scores. Scores for answer documents that arrive late or do not immediately match the registration record appear on the tape or diskette after the *next* test date. Order forms with specifications and prices are available from ACT Reporting Services.

High School Profile Service

The ACT High School Profile Service is provided to high schools from which 30 or more students in the most recent *graduating class* took the ACT Assessment and listed their correct high school code. Scores for students who have tested more than once are from the most recent testing, only.

Each eligible school receives descriptive group information about its students for use in counseling and in program planning and evaluation. This service includes the ACT High School Profile Report, which presents statistical tables describing various characteristics of the students tested: educational development, goals, and aspirations; student-body characteristics; local high school evaluation; and college choice data. The report also contains a five-year summary of major findings and trends.

Each September, one copy of the ACT High School Profile Report is sent automatically, free of charge, to each eligible school. This report includes state norms for the high school's state (only available in states that test a sufficient number of students), regional norms, and national norms. Also included in this mailing:

- A set of charts to be completed and used in presenting the report data
- A copy of *College Student Profiles* (revised periodically and included only if updated this year)
- A copy of *Your College-bound Students* for use in interpreting tables in the report (revised periodically and included only if updated this year)

Five-year trend data for average estimated Enhanced ACT Assessment English, Mathematics, and Composite scores will be provided for ACT-tested high school graduates in 1990-91, 1991-92, 1992-93, 1993-94, and 1994-95. Local, state, regional, and national norms also will be based on Enhanced ACT Assessment scores.

REPORTS AND DATA SERVICES FOR COLLEGES

College Report

The College Report (Figure 2.6) is shown, and its main data elements are described, on the following pages. For data derived from the student's responses to the Student Profile Section, corresponding SPS item numbers are given in parentheses. For suggestions about using information from the College Report in admissions and orientation, course sectioning and student placement, and academic advisement, see pages 36-41.

Reporting Options

Students' ACT Assessment records, as shown on the College Report, also are available to colleges on magnetic tape or diskette, or via teletransmission.

The tape and diskette formats include estimated scores on the Enhanced ACT Assessment for students who tested before October 1989 and request Additional Score Reports later. Tapes are available weekly or monthly; diskettes are available monthly.

Teletransmission is the process of sending information, in the form of electronic impulses, from one computer to another over telephone lines. Only institutions communicating on a mainframe-to-mainframe basis, directly or via the IBM Advantis network, may request teletransmission.

Details about these and other reporting options are provided in the brochure *Reporting Services for Colleges and Universities*, mailed to colleges each summer.

College Report

A. Basic student and high school identification plus test scores, Composite score, and subscores. Cumulative percents for these scores are based on 1996 high school graduates who, as juniors or seniors, took the ACT Assessment on national test dates, and, for colleges that have participated in any of the free ACT Research Services, locally defined groups. If the scores were obtained before October 1989, different data will be printed, and the comment will mention "original scores on previous ACT."

B. Type of testing:

NATIONAL = Testing on a national test date (domestic)

INTERNTL = Testing on a national test date (outside the U.S.)

RESIDUAL = Residual (on-campus) administration

SPECIAL = Special accommodations (non-standard test materials and/or extended time) at the examinee's request

ARRANGED = Either an individual administration with standard materials and time limits or a project test

DANTES = Armed forces member or dependent tested on a military base

STATE = State-mandated in-school testing

C. Predictive information for colleges that participate in ACT Research Services. Ranks of each student's predicted overall GPA, and probabilities of the student attaining an overall average of "C" or higher, in various subgroups selected by the college (Basic or Standard Research Service). Ranks of each student's predicted grades, and probabilities of the student attaining a grade of "C" or higher, in specific courses selected by the college (Standard Research Service only). In each case, the rank refers to the cumulative percent of students in the reference group that had a predicted grade lower than or equal to that of the student in question. If the "Special Message" box in the lower right corner of the College Report applies to the student, an asterisk will be printed there.

D. Student's self-reported information about academic preparation and activities in high school and college extracurricular plans. Student's high school GPA is reported on a four-point scale. The grades reported for English, mathematics, social studies, and natural sciences are for the student's most recent courses completed in those subject areas before the senior year. (An "N" for a subject area indicates that the student did not complete a course in that area.) The basis for the ratings of out-of-class accomplishments is described on page 16. (SPS 40–55, 78–177, 189)

E. Student's responses to the ACT Assessment High School Course/Grade Information questionnaire.

F. ACT Interest Inventory results, reported as standard scores, percentile ranks, and World-of-Work Map regions.

G. Self-reported needs for special help and interest in credit by examination, advanced placement, and other educational enrichment opportunities. Self-reported plans for financial aid and employment while in college. (SPS 18–26, 28–39, 56–58)

H. The student's ranking of seven college choice factors and preferences regarding five of the factors. Self-reported educational and vocational plans, chosen from a list of nearly 300 college majors and occupations. The student notes degree of certainty of these plans and estimates first-year college GPA on a four-point scale. (SPS 11–17, 66–77)

I. Self-reported information about the student's enrollment plans, military veteran (or active duty) status, previous college credit, etc. The "Choice" box shows the college's rank among up to six report recipients chosen by the student at the time of registration. Because the student may list one or more scholarship agencies first on the registration folder, the college's actual rank may be higher than indicated here. (An "S" is shown in this box for "Supplemental," or Additional Score Reports. An "A" or "C" is shown for residual testing conducted at the receiving institution; see page 44.) Information on physical handicap and the three "Background Information" items in the lower right corner of the report can be released only to colleges that authorize release. (SPS 1–4, 6–10)

The back of the College Report provides a Career Options activity for the student. The activity uses ACT's World-of-Work Map and the student's map regions (from the ACT Interest Inventory) as a starting point in exploring career possibilities and related college majors.

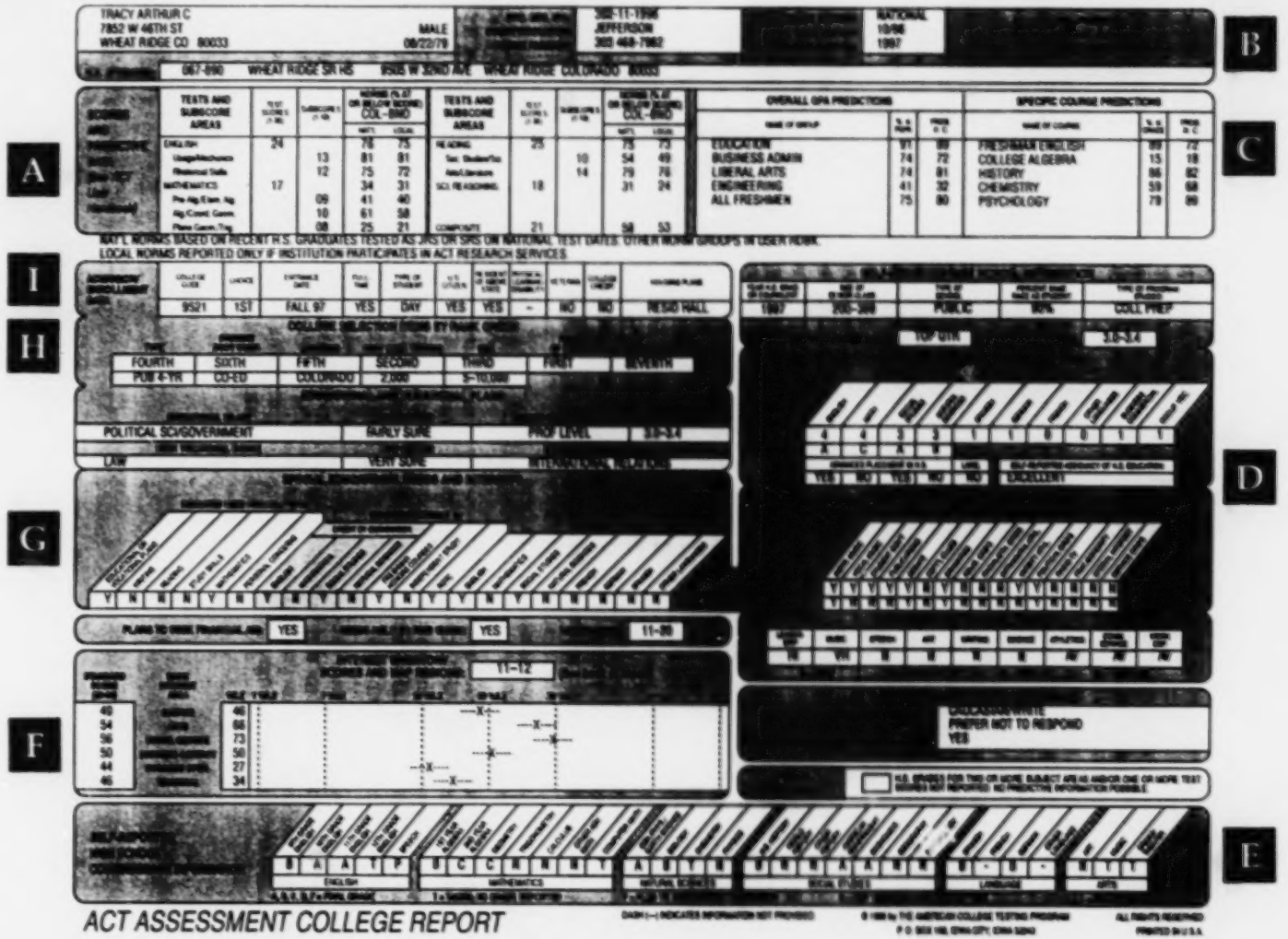

Figure 2.6. ACT Assessment College Report

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ACT Research Services

ACT Research Services are designed to aid colleges in research, self-study, and planning by providing uniform analyses of student data through a variety of descriptive, predictive, and evaluative options. Research Services reports simplify, for participating colleges, the tasks of developing normative data, examining their programs and practices, and comparing their findings with those obtained from other colleges.

Any college that meets eligibility criteria may participate free of charge in the Class Profile Service and the Prediction Research Service. Descriptions and schedules for these services are mailed to colleges each August in the booklet *Research and Information Services*. Information also is available from the ACT Research Services Department and ACT regional offices.

Class Profile Service

This service provides a comprehensive description of the college's entering freshmen and a parallel description of students who had ACT Assessment reports sent to the college but did not enroll there. Profile descriptions also can be obtained for two specified groups of ACT-tested students who sent scores to the college.

Drawing on test scores, high school grades, and other educational information collected by the ACT Assessment, a series of tables describes the following characteristics of members of the freshman groups:

- Academic abilities, goals, and aspirations
- Selected needs for student personnel services
- Out-of-class accomplishments
- College selection considerations
- Demographic characteristics

Other tables provide cross-tabulations among student characteristics and highlight year-to-year trends. The tables are preceded by a narrative summary of major findings.

Prediction Research Service

The Prediction Research Service provides a description of the academic abilities and achievements of the current freshman class and develops prediction equations used in forecasting the performance of future students. The reports can be limited to men, women, and the total freshman class, or the reports can be based on up to nine specific subgroups of students. Colleges receive a comprehensive analysis of students' pre-college information, including ACT Assessment scores, high school grades, and, if desired, locally collected variables. The analysis also includes first-year or first-term achievement for as many as nine groups of students. A summary report accompanies the analysis. Overall grades and/or grades in four specific courses or subject areas are used.

The research service makes possible the analysis of as many as 40 specific course grades in addition to 10 overall GPAs. Regression equations developed in the analyses are used to furnish academic predictions on the ACT Assessment Student Report, High School Report, and College Report in subsequent years.

A college also may choose to report as many as five locally collected measures for each student group. Research Services analyses then provide comparisons of these measures with standard ACT predictors.

ACT Course Placement Service

ACT has developed a Course Placement Service that assists colleges in studying the effectiveness of their placement systems. The service will allow colleges to study the validity of ACT's tests and of locally developed tests for identifying high-risk students. The service also suggests appropriate cutoff scores for placing students in different courses, and allows colleges to study the effectiveness of their remedial instruction programs. The Course Placement Service was introduced in spring/summer 1993.

3
USING ACT ASSESSMENT STUDENT DATA

HIGH SCHOOL USES OF ACT ASSESSMENT DATA

High school counselors have developed many innovative ways to help students use their ACT Assessment results in planning for college and careers. In some schools, individual sessions, in which the information on the Student Report and High School Report can be fully discussed and integrated, are scheduled for all students. Other counselors prefer to offer group discussion sessions focused on such topics as realistic planning, decision making, assessing personal characteristics, and using ACT Assessment information.

Counselors are encouraged to remind students that ACT Assessment scores are estimates of their true performance levels on the tests. These scores should be treated, on an individual and group basis, as general indicators of strength and weakness. Students should be reminded that colleges use other information in addition to ACT Assessment scores to make selection, placement, and scholarship decisions, and that all of this information, taken together, provides a good picture of their performance.

ACT provides paper masters for visuals and interpretive scripts that can be used to interpret and communicate the results of the ACT Assessment. These may be obtained, free of charge, from ACT regional offices or from the ACT Educational Services Division in Iowa City.

Additional details about Student Report and High School Report data elements and suggestions for using this information in precollege counseling are provided in *Helping Students Grow*. This brochure is made available to high schools each fall.

Group sessions can be offered for students considering similar vocations, colleges, or educational programs. Other group sessions might be offered for students interested in special topics, such as choosing a major. Some counselors invite parents to attend the student meetings and schedule evening sessions for those who cannot come to the school during the day.

While students can use the information provided by their ACT Assessment reports in educational and vocational planning, other relevant factors should also be considered. Counselors can use Figure 3.1 to show students that educational development is only one of many factors that affect college performance.

Students should consider many factors as they choose a college major or eventual occupation. Interests and educational development are important, but so are work values, length of time the student is willing to spend in training, the likelihood that the student will be able to find employment in the chosen field, etc.

Since every student, and every counselor, is unique, there is no single, right way to use ACT Assessment results. However, the following list of questions that the student's ACT Assessment reports can help answer may provide some guidelines for group and individual discussions.

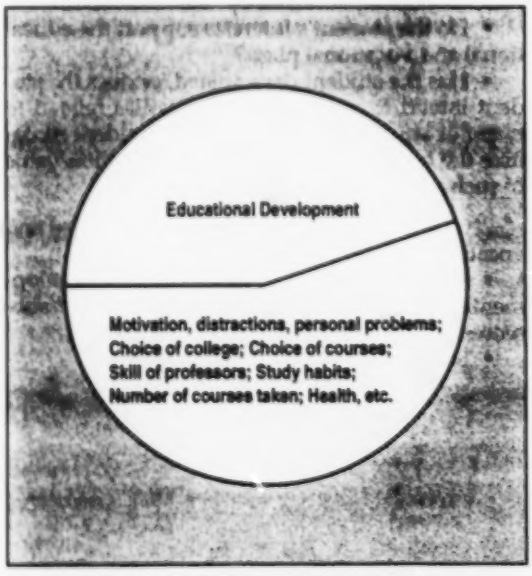
Educational Development
Motivation, distractions, personal problems;
Choice of college; Choice of courses;
Skill of professors; Study habits;
Number of courses taken; Health, etc.

Figure 3.1. **Factors affecting college grades**

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Discussing ACT Assessment Results in Educational and Vocational Counseling

- Has the student read the ACT Assessment Student Report, including the information *not* related to test results? Does the student seem to understand the information and how to use it?
- Has the student sought additional interpretive help in the booklet *Using Your ACT Assessment Results?*
- Has the student shared his or her ACT Assessment scores and other results with parents? Sought parents' advice about making plans for the future, financing further education, etc.?

Career Planning

Has the student made tentative educational and vocational plans? If so:

- Are the plans based on realistic factors such as educational development and interests, or are they influenced by factors such as parental expectations and sex-role stereotypes?
- How certain is the student of these educational and vocational plans? How can the student become more certain or accept the reality that many young people are uncertain?
- Are the student's degree objective, educational major, and vocational plans consistent?
- Do the student's differential levels of educational development (as indicated by high school grades and ACT Assessment scores) support the educational and vocational plans?
- Do the student's interests support the educational and vocational plans?
- Has the student participated, or does the student intend to participate, in activities related to major or vocational goals? Does the student recognize the educational and career-exploration value of such participation?

Are more possibilities for educational and vocational plans suggested by:

- Differential levels of educational development, as indicated by grades, test scores, and subscores?
- Interest Inventory scores?
- Out-of-class accomplishments?
- Actual or planned extracurricular activities?

The final section of the ACT Assessment Student Report, "Your Educational/Occupational Planning," is based on the student's self-reported plans and ACT Interest Inventory results. If there is reason to believe that plans or interests have changed, students should be encouraged to incorporate these changes into the decision-making process.

College Planning

Has the student identified colleges appropriate for his or her level of educational development, as indicated by high school performance and ACT Assessment scores? In this context, you may be able to help the student refine his or her understanding of information in the Student Report. The basis for most of the personalized messages in the Student Report is self-evident. In the section "Your College Planning," however, students who have identical ACT Assessment Composite scores may receive different messages about their similarity to students who enter a college with a particular admissions policy. This occurs because these messages are based on a *combination* of the student's Composite score and self-reported GPA.

Do the chosen colleges offer the program of study the student desires? What percentage of each college's students are enrolled in that area? If the program is not available, how does the student plan to resolve this discrepancy?

Is the student aware of any inconsistencies between the stated preferences for type of college and the characteristics of the schools considered such as location, type, cost, size?

What cost limitation does the student indicate? Is the student aware of hidden costs, such as the cost of travel to a college distant from home? If a selected school costs more than the student and family can pay, does the student plan to seek financial aid? If so, does time remain to do so, and are application materials needed?

Are the student's plans for credit by examination or advanced placement realistic relative to high school grades and ACT test scores and subscores? Do the colleges the student has selected offer these options?

If the student has indicated a need for help in some area, does the student know how to get it? Might the high school provide help in some areas? Has the student failed to ask for help in an area where you believe assistance may be needed? (For example, a student may be quite uncertain about a major or a vocational choice but indicate no need for help with educational and vocational planning.)

Do the colleges selected offer the extracurricular activities in which the student plans to participate? If the student is planning a significant increase in such activities in college, are these expectations realistic relative to planned academic and/or work load? If the student is planning a significant decrease in such activities in college, is the decision based on a realistic assessment of time demands or lack of continuing interest, or is it based on apprehension about success in a more competitive atmosphere?

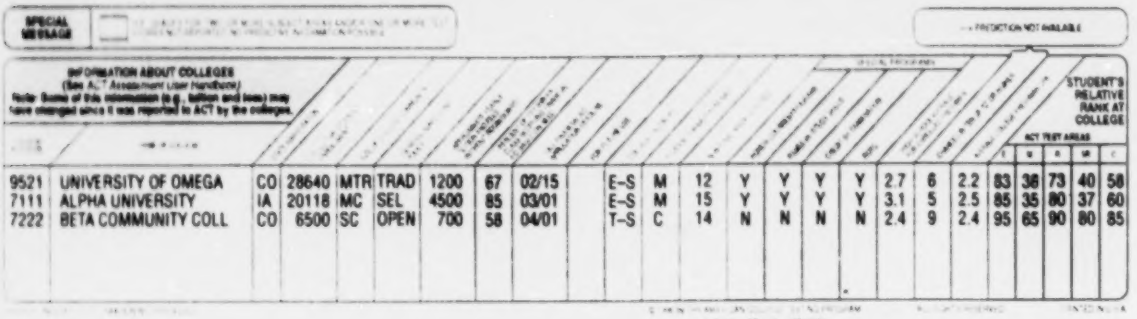
If the student plans to apply for campus housing, is he/she aware of the cost and that some colleges require a board contract as well as a room contract? What are the application deadlines for campus housing? Has the student considered other housing alternatives?

Using EXPLORE and PLAN with the ACT Assessment in High School Counseling

In 1987, ACT introduced PLAN—an innovative, 10th-grade assessment program offered each fall. EXPLORE, ACT's eighth-grade assessment program, which is available year-round, was introduced in 1992. The PLAN and EXPLORE programs complement the ACT Assessment in ACT's Educational Planning and Assessment System (EPAS). EXPLORE, PLAN, and the ACT Assessment are constructed with common features—referenced curriculum, content areas, score scale, interest inventory, educational profile, student needs—and, thus, provide a comprehensive base of guidance information.

Because of these common features, counselors with access to score reports from all three assessments can use EXPLORE and PLAN data with ACT Assessment data to monitor levels of academic development, interests, and plans. EXPLORE, PLAN, and ACT Assessment information can also be used to examine student needs with respect to planning and preparing for various educational/career interests and options. Appropriate intervention strategies can then be planned for students as they proceed through high school and prepare for the transition to a college or university.

The brochure *Using PLAN with the ACT Assessment in High School Counseling* is available free from ACT. An examination kit of EXPLORE materials is available for $6.00. To order a copy of the brochure or the kit, contact ACT Publications.



9521	UNIVERSITY OF OMEGA	CO	28640	MTR	TRAD	1200	67	02/15		E–S	M	12	Y	Y	Y	Y	2.7	6	2.2	83	38	73	40	58
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7222	BETA COMMUNITY COLL	CO	6500	SC	OPEN	700	58	04/01		T–S	C	14	N	N	N	N	2.4	9	2.4	95	65	90	80	85

Figure 3.2. **Information about colleges (High School Report)**

Information About Colleges

ACT surveys colleges each year to obtain the data on which "Your College Planning" (Student Report) and "Information About Colleges" (High School Report) are based. College information on the Student Report is presented in an easy-to-understand narrative. The High School Report provides more detail in a highly condensed format (Figure 3.2). To help you interpret the information when counseling students, descriptions are provided below for data items that are not self-explanatory.

Except as noted, all college information is for the most recently completed academic year. Although this section is based on data provided by colleges, students should check the latest college catalogs for possible changes. This is especially necessary in the case of tuition and fees, which in recent years have changed rapidly at many colleges. Where information is missing (—), the college either did not respond to ACT's Institutional Data Questionnaire, did not provide that particular data item, or does not participate in ACT Research Services.

A. Enrollment figures include both undergraduate and graduate students during the previous academic year.

B. Size of the community in which the college is located.

ST: Small town (<2,000–9,999)
SC: Small city (10,000–49,999)
MC: Medium city (50,000–249,999)
LC: Large city (250,000–499,999)
VLC: Very large city (500,000–999,999)
MTR: Metropolitan (>1,000,000)

C. Admissions policy, as described by the college. This provides an approximate idea of the degree of selectivity at the college.

Admission Policy and Typical Class Rank of Admitted Students	Typical Enhanced ACT Composite Scores of Admitted Students
HSEL: Highly selective; majority of accepted freshmen in top 10 percent of high school graduating class.	27–31
SEL: Selective; majority of accepted freshmen in top 25 percent of high school graduating class.	22–27
TRAD: Traditional; majority of accepted freshmen in top 50 percent of high school graduating class.	20–23
LIB: Liberal; some of accepted freshmen from lower half of high school graduating class.	18–21
OPEN: Open; all high school graduates accepted to limit of capacity.	17–20

Students should be advised that this information serves only as a general guideline, that there is considerable overlap between admissions categories, and that colleges often make exceptions to their stated admissions policies.

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D. Tuition and fees for one year (less room, board, books, etc.), rounded to the nearest $100, as reported by the college. If the student's state of residence and the college location are the same, in-state tuition and fees are reported. If the student does not live in the same state, out-of-state tuition and fees are reported. (Some two-year colleges have different fees for in-district and out-of-district students. For in-state students, only in-district fees are shown here. Students should check directly with these colleges about their eligibility for reduced fees.)

E. The college's academic calendar.

T-S:
Traditional semester—Two approximately equal terms

E-S:
Early semester—Two semesters, first semester completed before Christmas

QTR:
Quarter—Three equal terms of about 12 weeks each, with a summer session

TRI:
Trimester—Calendar year divided into three equal terms, third term replaces summer school

4-1-4:
4-1-4 plan—Two equal terms of about 16 weeks each, with a 4-week interim term

OTH:
Other—Calendar not defined adequately by any of the above

F. Indicates whether the student's planned academic major is offered at the college.

M:
A major is available in that program of study (4-year institutions).

C:
A group of courses (minimum of three semester or four quarter courses) is available in that program of study (2-year institutions) or a group of related courses, but no major, is available (4-year institutions).

O:
Other majors (4-year institutions) or groups of courses (2-year institutions) are available in that area of study, although the specific program requested by the student is not.

—:
Information not available; check catalog.

G. Percentage of college's enrolled students in one of the following general academic areas, which corresponds to the student's planned major.

Agriculture and Agricultural Technologies
Architecture and Environmental Design

Business and Management
Business and Office

Communications and Communications Technologies
Community and Personal Services
Computer and Information Sciences
Cross-Disciplinary Studies

Education
Engineering and Pre-Engineering
Engineering-Related Technologies

Foreign Languages

Health Sciences and Allied Health Fields
Home Economics

Letters

Marketing and Distribution
Mathematics

Philosophy, Religion, and Theology

Sciences (Biological and Physical)
Social Sciences

Teacher Education
Trade and Industrial

Visual and Performing Arts

H. GPAs are reported on a four-point scale.

I. The student's chances in 10 of attaining a first-term GPA of "C" or higher at the college. A dash (—) may indicate that the college did not provide information to ACT. A dash may also indicate that the student's ACT Assessment record does not include enough information to compute the probability. Required student data are the four test scores and at least three of the four self-reported subject area grades.

J. GPAs are reported on a four-point scale.

K. Relative ranks of the student's scores at each college as compared to the scores of the previous year's enrolled freshmen. Reported as cumulative percents, these ranks are based on the ACT Assessment scores of students who enrolled as college freshmen in fall 1994.

Case Studies

The following case studies provide examples of how ACT Assessment information on the High School Report (and Student Report) can be used to help students with their educational and vocational planning. You may want to consider how you would have talked with these two students in individual guidance sessions or how you would have addressed their concerns in a group session. What would you have done differently?

Maria Lopez

Maria's High School Report (Figure 3.3) shows that she has chosen architecture and environmental design as both her academic major and her first vocational choice. She realizes that it's a nontraditional area for females but has been comfortable in her male-dominated high school prearchitecture classes and does not foresee any dissatisfaction with her status in this field of study. Both her abilities and interests seem to support this choice.

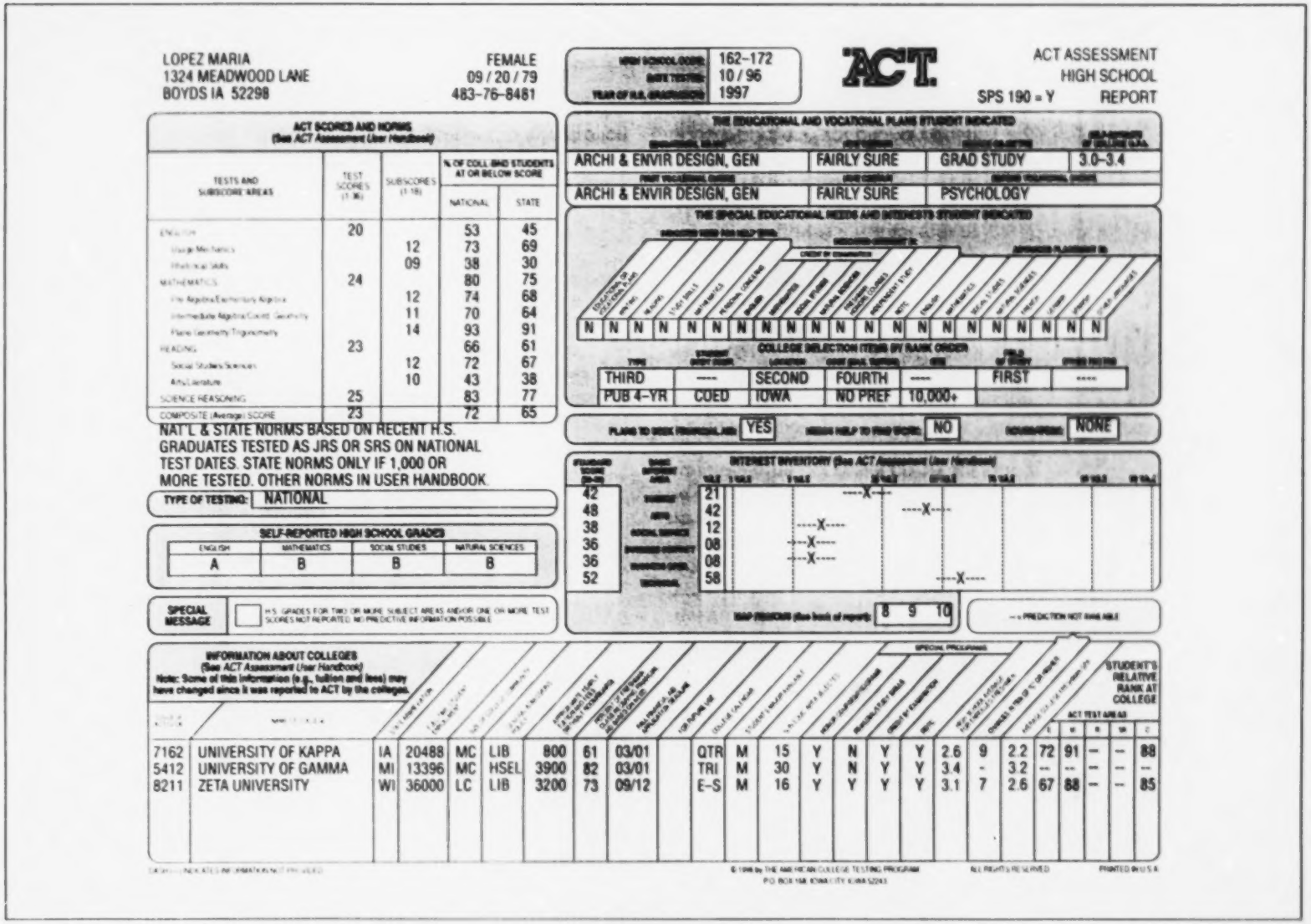
Her second vocational choice, psychology, may seem inconsistent at first glance, but she explains to her counselor that the psychological implications of physical environment are an important consideration in architecture. She expects to minor in psychology and, if her plans to major in architecture change, she would consider a major in psychology. She prefers not to explore other career options at this time.

Maria's ACT Assessment scores indicate strengths in Science Reasoning, Mathematics, and, particularly, Plane Geometry/Trigonometry—all of which seems consistent with her interest in architecture. Overall, however, her grades and scores seem somewhat inconsistent, both in level and in the strong and weak points indicated. The counselor, aware that there has been a serious illness in Maria's family for several years, talks with her about the possible effect this may have had on her grades. Maria hopes that she will be able to maintain a "B" average in college, though she realizes that the typical college student's grades are somewhat lower than those earned in high school.

Maria plans little participation in extracurricular activities, noting that she will "wait and see." The counselor suggests that she may want to explore the possibility of departmental clubs.

Maria's high school grades are roughly comparable to or higher than those of freshmen at her college choices. At University of Kappa and Zeta University, her chances in 10 of earning a "C" average or higher and the relative ranks of her ACT scores indicate a good likelihood of academic success. Less information is available for University of Gamma. Maria's counselor points out that the 3.2 freshman average at this competitive college is unusually high.

The colleges to which Maria has sent her ACT Assessment results correspond to her stated preferences, except that only one is located in the state she preferred. Her parents will provide her with money for room, board, state university tuition, health insurance, and books. If she attends a college in another state, they expect her to request financial aid to cover the out-of-state tuition differential. Maria has decided that she will attend a college in her home state and no longer plans to seek financial aid.



LOPEZ MARIA
1324 MEADWOOD LANE
BOYDS IA 52298

FEMALE
09 / 20 / 79
483-76-8481

HIGH SCHOOL CODE: 162-172
DATE TESTED: 10 / 96
YEAR OF H.S. GRADUATION: 1997

ACT

ACT ASSESSMENT
HIGH SCHOOL
SPS 190 = Y REPORT

ACT SCORES AND NORMS
(See *ACT Assessment User Handbook*)

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	% OF COLL BND STUDENTS AT OR BELOW SCORE: NATIONAL	STATE
ENGLISH	20		53	45
Usage/Mechanics		12	73	69
Rhetorical Skills		09	38	30
MATHEMATICS	24		80	75
Pre-Algebra/Elementary Algebra		12	74	68
Intermediate Algebra/Coord. Geometry		11	70	64
Plane Geometry/Trigonometry		14	93	91
READING	23		66	61
Social Studies/Sciences		12	72	67
Arts/Literature		10	43	38
SCIENCE REASONING	25		83	77
COMPOSITE (Average) SCORE	23		72	65

NAT'L & STATE NORMS BASED ON RECENT H.S. GRADUATES TESTED AS JRS OR SRS ON NATIONAL TEST DATES. STATE NORMS ONLY IF 1,000 OR MORE TESTED. OTHER NORMS IN USER HANDBOOK.

TYPE OF TESTING: NATIONAL

SELF-REPORTED HIGH SCHOOL GRADES

ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES
A	B	B	B

SPECIAL MESSAGE: ☐ H.S. GRADES FOR TWO OR MORE SUBJECT AREAS AND/OR ONE OR MORE TEST SCORES NOT REPORTED. NO PREDICTIVE INFORMATION POSSIBLE

THE EDUCATIONAL AND VOCATIONAL PLANS STUDENT INDICATED

ARCHI & ENVIR DESIGN, GEN	FAIRLY SURE	GRAD STUDY	3.0-3.4
ARCHI & ENVIR DESIGN, GEN	FAIRLY SURE	PSYCHOLOGY	

THE SPECIAL EDUCATIONAL NEEDS AND INTERESTS STUDENT INDICATED

N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT-BODY SIZE	LOCATION	COST (FAM. CONTRIB.)	AID	FIELD OF STUDY	OTHER FACTOR
THIRD	----	SECOND	FOURTH	----	FIRST	----
PUB 4-YR	COED	IOWA	NO PREF	10,000+		

PLANS TO SEEK FINANCIAL AID: YES | NEEDS HELP TO FIND WORK: NO | HOURS/WEEK: NONE

INTEREST INVENTORY (See *ACT Assessment User Handbook*)

STANDARD SCORE (20-80)	BASIC INTEREST AREA	10	20	30	40	50	60	70	80
42		21				X			
48		42					X		
38		12		X					
36		08		X					
36		08		X					
52		58					X		

MAP REMARKS (See back of report): 8 9 10

-- = PREDICTION NOT AVAILABLE

INFORMATION ABOUT COLLEGES
(See *ACT Assessment User Handbook*)
Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE CODE	NAME	STATE	TUITION	RES. HALLS	APPLN. FEE	ENROLL. DEPOSIT	ACT/SAT CODE	ACT/SAT DATE	ADMISSIONS TESTING	COLLEGE CALENDAR	STUDENT BODY	ACT COMP.	ACT ENGL.	ACT MATH	ACT SCIENCE	ACT READING	HIGH SCHOOL GPA	HIGH SCHOOL RANK	SPECIAL PROGRAMS: REMEDIAL/SKILLS	SPECIAL PROGRAMS: CREDIT BY EXAM	SPECIAL PROGRAMS: HONORS	STUDENT'S RELATIVE RANK AT COLLEGE: ACT TEST AREAS: E	M	R	SR	C
7162	UNIVERSITY OF KAPPA	IA	20488	MC	LIB	800	61	03/01		QTR	M	15	Y	N	Y	Y	2.6	9	2.2	72	91	--	--	88
5412	UNIVERSITY OF GAMMA	MI	13396	MC	HSEL	3900	82	03/01		TRI	M	30	Y	N	Y	Y	3.4	-	3.2	--	--	--	--	--
8211	ZETA UNIVERSITY	WI	36000	LC	LIB	3200	73	09/12		E-S	M	16	Y	Y	Y	Y	3.1	7	2.6	67	88	--	--	85

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Figure 3.3. High School Report for Maria Lopez

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Willis Turner

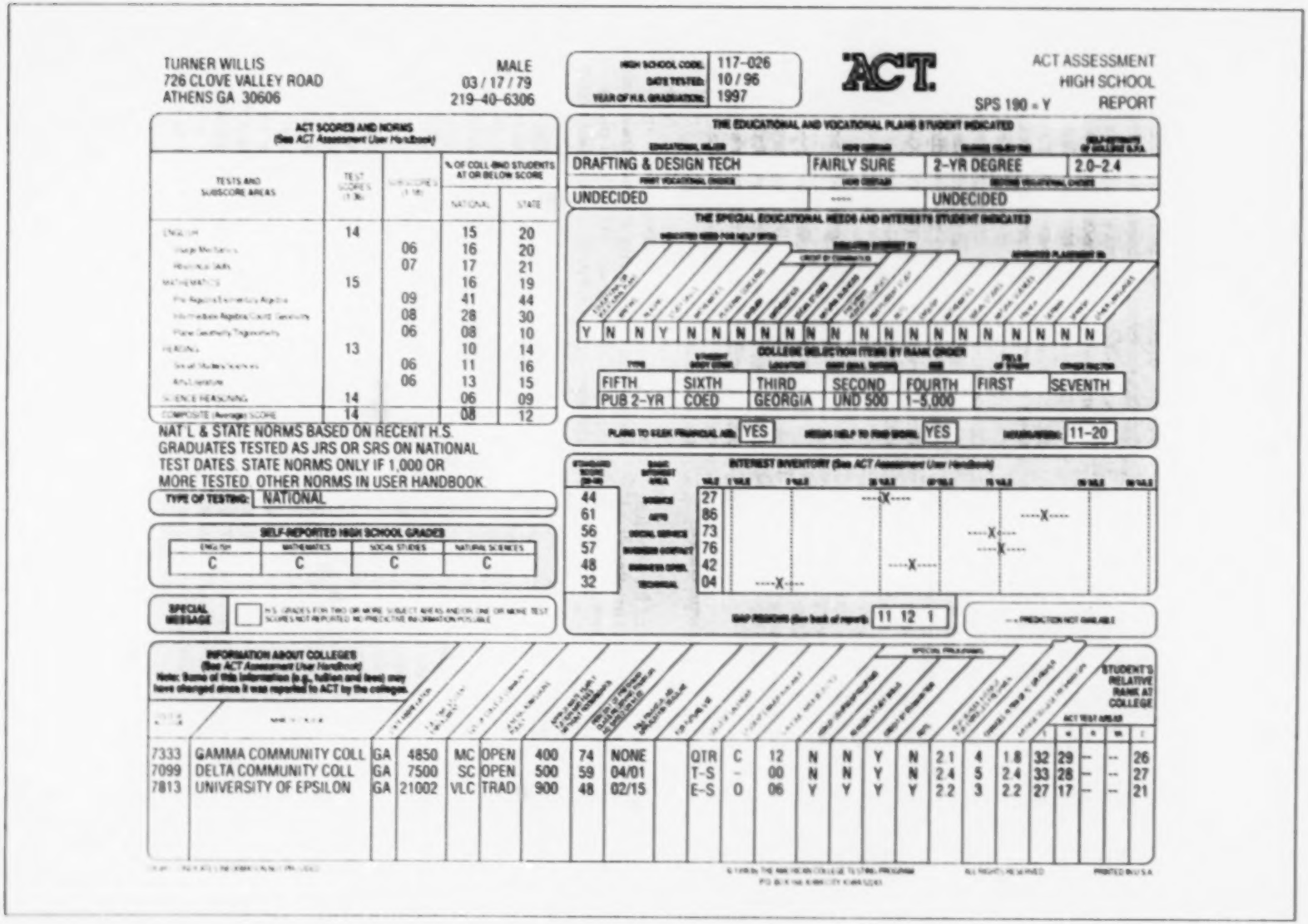
Willis's High School Report (Figure 3.4) indicates that he would like some help with educational and vocational plans. He tells the counselor that he chose drafting and design technology as a major because he felt it would be easy to find a job in that field and because his parents thought it would be a good occupation. He would now like to consider some other possibilities.

Willis has worked his way up from errand-runner to salesperson in a sporting goods store. His job experience, in combination with his ACT Interest Inventory scores, suggests that he may want to explore some occupations that emphasize working with people, perhaps in ways related to social service or sales. Willis and his counselor use the Career Family List on the back of the Student Report to identify some options.

As they discuss these options, they use ACT's *College Planning/Search Book* to locate in-state colleges with open admissions policies that offer a major in marketing/purchasing, which Willis feels he would like to explore. He thinks he might also like to learn more about majors in business management and administration and decides to visit a nearby community college to see whether the courses there would help him if he decides to eventually seek a position as store manager.

Willis is concerned that he may not be able to succeed in college, and he and his counselor discuss ways to improve his chances to succeed academically. Although Willis's grades and ACT Assessment scores indicate that he will probably find college work difficult, he has many job-related strengths not identified by these data. His work record has shown him to be reliable and conscientious, and he is well liked by coworkers and customers. The counselor points out that Willis should not overlook these assets in his career planning.

Willis and his counselor discuss the possibility of a part-time program, especially as he plans to work from 11 to 20 hours per week. This will be necessary because, though his parents can provide some financial assistance, he must pay for most of his college expenses himself. The counselor suggests some sources of financial aid which may be available to him. A follow-up appointment is planned to review Willis's progress in exploring his educational and vocational options.



TURNER WILLIS
726 CLOVE VALLEY ROAD
ATHENS GA 30606

MALE
03 / 17 / 79
219-40-6306

HIGH SCHOOL CODE: 117-026
DATE TESTED: 10 / 96
YEAR OF H.S. GRADUATION: 1997

ACT

ACT ASSESSMENT
HIGH SCHOOL
SPS 190 « Y REPORT

ACT SCORES AND NORMS
(See ACT Assessment User Handbook)

TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	% OF COLL-BND STUDENTS AT OR BELOW SCORE: NATIONAL	STATE
ENGLISH	14		15	20
Usage/Mechanics		06	16	20
Rhetorical Skills		07	17	21
MATHEMATICS	15		16	19
Pre-Algebra/Elementary Algebra		09	41	44
Intermediate Algebra/Coord. Geometry		08	28	30
Plane Geometry/Trigonometry		06	08	10
READING	13		10	14
Social Studies/Sciences		06	11	16
Arts/Literature		06	13	15
SCIENCE REASONING	14		06	09
COMPOSITE (Average) SCORE	14		08	12

NAT'L & STATE NORMS BASED ON RECENT H.S. GRADUATES TESTED AS JRS OR SRS ON NATIONAL TEST DATES. STATE NORMS ONLY IF 1,000 OR MORE TESTED. OTHER NORMS IN USER HANDBOOK.

TYPE OF TESTING: NATIONAL

SELF-REPORTED HIGH SCHOOL GRADES

ENGLISH	MATHEMATICS	SOCIAL STUDIES	NATURAL SCIENCES
C	C	C	C

SPECIAL MESSAGE

H.S. GRADES FOR TWO OR MORE SUBJECT AREAS AND/OR ONE OR MORE TEST SCORES NOT REPORTED. NO PREDICTIVE INFORMATION POSSIBLE

THE EDUCATIONAL AND VOCATIONAL PLANS STUDENT INDICATED

EDUCATIONAL GOAL	HOW CERTAIN	TRAINING COMPLETED	GRADE POINT AVERAGE OF COLLEGE B.A.
DRAFTING & DESIGN TECH	FAIRLY SURE	2-YR DEGREE	2.0-2.4
FIRST VOCATIONAL CHOICE	**HOW CERTAIN**	**SECOND EDUCATIONAL CHOICE**	
UNDECIDED	----	UNDECIDED	

THE SPECIAL EDUCATIONAL NEEDS AND INTERESTS STUDENT INDICATED

INDICATED NEED FOR HELP WITH	ENGLISH	MATHEMATICS	READING	SCIENCE	ENGLISH	MATHEMATICS	READING	SCIENCE	ENGLISH	MATHEMATICS	READING	SCIENCE	ENGLISH	MATHEMATICS	READING	SCIENCE	ENGLISH	MATHEMATICS	READING	SCIENCE
	Y	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N

COLLEGE SELECTION ITEMS BY RANK ORDER

TYPE	STUDENT BODY SIZE	LOCATION	SIZE (ENR. UNDERGRAD.)	AID	FIELD OF STUDY	OTHER FACTOR
FIFTH	SIXTH	THIRD	SECOND	FOURTH	FIRST	SEVENTH
PUB 2-YR	COED	GEORGIA	UND 500	1-5,000		

PLANS TO SEEK FINANCIAL AID: YES
NEED HELP TO FIND WORK: YES
HOURS/WEEK: 11-20

INTEREST INVENTORY (See ACT Assessment User Handbook)

STANDARD SCORE (20-80)	BASIC INTEREST AREA	20	30	40	50	60	70	80
44	SERVICE				X			
61	ARTS						X	
56	SOCIAL SERVICE					X		
57	BUSINESS CONTACT						X	
48	BUSINESS OPER.				X			
32	TECHNICAL		X					

GAP RESPONSE (See back of report): 11 12 1

--- = PREDICTION NOT AVAILABLE

INFORMATION ABOUT COLLEGES
(See ACT Assessment User Handbook)
Note: Some of this information (e.g., tuition and fees) may have changed since it was reported to ACT by the colleges.

COLLEGE CODE	NAME	STATE	ENROLLMENT	TYPE	CONTROL	APPLICATION FEE	ACCEPTANCE FEE	DEADLINE	ROOM AND BOARD	ADMISSIONS TESTING	ADMISSIONS REQUIREMENTS	HIGH SCHOOL COURSE WORK	HIGH SCHOOL RANK	GRADE POINT AVERAGE	ACT COMPOSITE	ACT ENGLISH	ACT MATHEMATICS	ACT SOCIAL STUDIES	ACT NATURAL SCIENCES	STUDENT'S RELATIVE RANK AT COLLEGE: ACT COMPOSITE	ACT ENGLISH	ACT MATHEMATICS	ACT SOCIAL STUDIES	ACT NATURAL SCIENCES
7333	GAMMA COMMUNITY COLL	GA	4850	MC	OPEN	400	74	NONE		QTR	C	12	N	N	Y	N	2 1	4	1 8	32	29	--	--	26
7099	DELTA COMMUNITY COLL	GA	7500	SC	OPEN	500	59	04/01		T-S	-	00	N	N	Y	N	2 4	5	2 4	33	28	--	--	27
7813	UNIVERSITY OF EPSILON	GA	21002	VLC	TRAD	900	48	02/15		E-S	0	06	Y	Y	Y	Y	2 2	3	2 2	27	17	--	--	21

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Figure 3.4. High School Report for Willis Turner

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COLLEGE USES OF ACT ASSESSMENT DATA

Most colleges and many scholarship agencies receive the ACT Assessment College Report as their standard ACT reporting service. The information in the report can be used in a variety of ways to help students in the transition from high school to college. Increasing numbers of colleges and agencies receive ACT Assessment data via electronic media instead of, or in addition to, the paper reports.

Regardless of format, information from the ACT Assessment student data base can be a valuable tool in admissions and orientation, course sectioning and student placement, allocation of financial aid, advanced placement and credit by examination, academic advising, student retention and tracking, and other student personnel services. Some of these uses of ACT Assessment data are discussed on the following pages. Detailed information is available from ACT regional offices.

Dissemination of ACT Assessment Data to Campus Offices

The ACT Assessment record for a student contains information of interest to virtually all college offices and departments. Because few offices or departments need the entire student record, however, it is common practice for the college's designated "score recipient" to pull certain data elements from the record for use by other college officials—a task vastly simplified with ACT magnetic tapes.

From the ACT Assessment student record, a variety of list reports can be prepared for campus offices that need to know about the characteristics and enrollment plans of prospective applicants. For instance, dormitory officials might need a list report on the freshman-year housing plans of students who designated the college their first or second choice. Admissions personnel, on the other hand, might want a list report of names, with mailing labels, for all students who had their College Reports sent. Other campus offices might need to identify students who expressed interest in advanced placement or freshman honors courses—or who expressed a need for help with their study skills. In fact, almost every item on the ACT Assessment College Report can provide information of benefit and use to some campus office.

Scores of Older Students

According to research done at ACT, the ACT Assessment scores of older students (adult learners) predict their performance in college, but their scores should be interpreted differently from the scores of high school students (ACT Research Report No. 87). The reason is that older students tend to be more highly motivated and to earn better grades in college than younger students. Colleges that receive ACT reports for older students should take this fact into consideration when reviewing applications of prospective students. In addition, colleges should bear in mind that scores obtained more than five years earlier almost certainly do not reflect the student's current level of educational development.

Educational Opportunity Service

The ACT Educational Opportunity Service (EOS) is one of the best means for contacting prospective students who have taken the ACT Assessment but *not* reported their scores to your college and who possess characteristics preferred by your college.

When they take the ACT Assessment, students describe themselves in terms of high school grades and courses taken, expected major fields of study, vocational plans, degree objectives, financial need, out-of-class accomplishments, extracurricular interests, and special educational needs or ambitions. EOS serves as a "bridge" between postsecondary educational programs or opportunities and students who have certain abilities, needs, goals, plans, and academic backgrounds.

How EOS Works

Colleges and agencies that require or recommend ACT scores and publish that fact in their literature for prospective students are eligible to use EOS. Two service options are available. One is to receive mailing labels or computer records containing mailing information for selected students. The user then contacts the students directly about the educational or financial aid program being offered. In the second option, the user provides ACT with a brief description of the particular opportunity, and ACT mails this description to selected students, who may then contact the college or agency for more information.

In both cases, ACT searches its files to identify students whose characteristics match those specified by the college or agency. Only students who authorize ACT to release their names for purposes of this service, by responding "yes" to item 190 in the Student Profile Section, are selected. Colleges and agencies pay for the service.

Recruitment and Admissions

Contacting Students with Desired Characteristics

Most colleges are interested in recruiting students with desired characteristics and find the information on the College Report very helpful in this process. Such ACT Assessment information as test scores and predictive data, planned college major, or outstanding scientific or literary achievements in high school might be helpful in identifying and contacting students with desired characteristics.

Upon receipt of the ACT reports after each national test date, a college may use ACT data to prepare a series of special mailings to prospective students. These mailings can be personalized by relating specific information from the student's ACT record to programs and opportunities at the college. With the addition of the High School Course/Grade Information questionnaire, the mailings can pinpoint specific curricular weaknesses in the student's academic preparation and encourage the student to take the coursework necessary to overcome these weaknesses. The mailings can be designed to arouse a student's interest in particular educational opportunities and to maintain that interest during the admission cycle.

Simplifying the Admission Process

The ACT Assessment data collection method has been carefully designed and structured to include the information typically used by colleges in the admission process. Many colleges find it beneficial to establish a prospective student admission file as soon as the College Report arrives. Because the information on the report is also available on magnetic tape and via teletransmission, the ACT student record can be used as a total admission system. The extensive data provided by ACT have led many institutions to use the ACT record in lieu of all or most of the information needed in the admission process.

This use of ACT data can be adapted to fit the individual requirements and characteristics of your institution. Some typical implementations of a simplified admission system based on the ACT record are as follows.

- The ACT record replaces the application for admission, but a high school transcript is required.
- The ACT record replaces both the application for admission and the high school transcript.
- The ACT record is used to notify students that they are admissible, but the application for admission and high school transcript are required.
- The ACT record is used to generate a partially completed application form.

Complete details about the uses and advantages of a simplified admission system may be obtained from your ACT regional office.

The Admission Decision

With curriculum-based test scores in English, mathematics, reading, and science reasoning plus subscores in seven areas, the ACT Assessment can provide data useful for evaluating a student's educational development. The availability of both local and national norms and of probability estimates for academic success enhance the utility of these data.

Presented as cumulative percents (the percent of students scoring at or below a given score), two sets of norms are given on the College Report. The national college-bound norms are based on the ACT Assessment scores of students who took the ACT Assessment in 1994–95 or 1995–1996 and who reported that they planned to graduate from high school in June 1996. Local norms, based on enrolled students at a particular college who have taken the ACT Assessment, are also provided on the College Report if the college has participated in any of the free ACT Research Services. Some of the students who enrolled in college in fall 1990 or earlier may have taken the original version of the ACT Assessment. The scores of these students were converted to the score scale for the Enhanced ACT Assessment. Because linkages could be developed only for the English, Mathematics, and Composite scores, local norms are provided only for these three scores.

As discussed on pages 40-41, a more precise method of evaluating a student's probable chance for success at a given college is to examine the data in the "Overall GPA Prediction" area of the College Report. These data are dependent on the college's participation in the Prediction Research Service and are based on correlations among ACT scores, high school grades, and earned college grade point averages.

The High School Course/Grade Information questionnaire provides self-reported data for 30 college-preparatory courses. This information can be used as the basis for conditional or early admission decisions (to be followed up with a high school transcript upon graduation). The information also can be helpful in interpreting students' high school transcripts and in addressing state-mandated curricular requirements.

Orientation

Orientation traditionally has been a program designed to gather information about entering students, both as a group and as individuals, and to tell students about the college. By using the ACT Assessment, colleges know more about students before they arrive on campus. Orientation programs can be designed to provide new students with individual treatment and assistance as they move from high school to college. For instance, planned entrance date, planned major and vocational choice, high school coursework, and needs for help or financial aid would be among the many factors that colleges might want to consider in planning orientation activities.

Course Sectioning and Student Placement

Grouping students according to ability is an accepted practice at many colleges. Accomplishing homogeneous groupings effectively without introducing confusion into the enrollment process has, however, been a challenge to many colleges. Hurried administration, scoring, and reporting of local test batteries may lead to considerable expense and inconvenience in course sectioning. A simple solution would be to use ACT data instead of local placement test scores. Alternatively, ACT scores could be used to screen students for local testing; using ACT scores this way would reduce the amount of testing time required, yet take advantage of the local testing when it was advantageous to do so.

English Course Placement

Many colleges use some method of sectioning freshman English classes. A typical grouping might include honors English, regular English, and review English. Although it has been common practice to section students on the basis of a single English test, our research shows that more effective placement occurs when more than one predictor is employed. In such cases, relatively heavier weights are given to the ACT English Test score, but use of high school grades increases the predictive validity of such measures. Moreover, an institution may find that one of the English subscores (Usage/Mechanics or Rhetorical Skills) is more effective for placement than the total subject area score in English.

ACT recommends that colleges participating in the Prediction Research Service use the cumulative percent of the predicted grade point average in English (specific course predictions). Thus, a predetermined percentage of the most (or least) promising students can be placed in advanced (or review) sections. In this way, it is also possible to restrict the English honors groups to those who have at least a certain level chance of earning a "C" or higher. Similarly, the review section can be composed of students who have less than a certain percent chance of making a "C." These procedures enable administrators to estimate the number of sections in each area and thus schedule teaching assignments in advance.

For colleges that have not used the Research Services, course sectioning can be done by a procedure that gives consideration to the English Test score and high school English grades. Depending on local needs and circumstances, some variation of the following procedure may be workable: To be eligible for advanced or honors English, a student must rank at or above the 80th cumulative percent (local or national norms) in English and have an "A" or "B" high school grade average in English. Colleges might also want to consider the cumulative percents of the student's ACT Assessment English subscores for Usage/Mechanics and Rhetorical Skills and the Reading subscore for Arts/Literature.

Placement in Other Courses

Similar procedures can be used to section courses in other subject areas. For example, placement decisions based on high school mathematics course work and grades, as well as on the ACT Mathematics score, are likely to be more accurate than placement decisions based on either type of variable alone. Furthermore, one or more of the mathematics subscores (Pre-Algebra/Elementary Algebra; Intermediate Algebra/Coordinate Geometry; or Plane Geometry/Trigonometry) may be more effective in placement in a particular course than the total Mathematics subject area score.

ACT Course Placement Service

ACT has developed a Course Placement Service that will assist colleges in developing procedures for course placement. For more information, consult the brochure *ACT Research and Information Services*, available free from ACT Publications.

Academic Advising

One of the most important elements of a successful academic advisement program is a good information base. The ACT College Report is an excellent source of information about advisees. Available before the student's enrollment and advising conference, it presents a comprehensive picture of a student's needs, interests, academic background, and educational development. Meant to provide advising leads and points of departure, the College Report is easy to use and interpret and especially helpful in identifying patterns of consistency and inconsistency.

Helping students plan academic programs, select curricula, and make other educational and vocational decisions is a challenge to those who advise students. Because the College Report relates to common advising concerns, an understanding of the information it contains can contribute to the effectiveness of even the most experienced adviser. For the newer adviser, ACT Assessment data can help him or her anticipate and answer the questions that freshmen are likely to ask.

- Can I succeed in college?
- In which subjects might I expect to do well?
- In which courses might I expect trouble?
- How heavy an academic load should I carry?
- What should I major in?
- What occupations emphasize work activities similar to those I prefer?
- In what areas do I need help?

By studying the scores and predictive data on the report and interest inventory results, the adviser can analyze the educational development of the student and relate it to the local college situation. The student's high school grades, ACT test scores and subscores, and local and national cumulative percents should be examined. Low grades in high school and low ACT Assessment scores show the student and the adviser a consistent pattern of low achievement and signal academic difficulties ahead. Conversely, if high school grades are superior and ACT Assessment scores are high, the student should be encouraged to maintain his or her present level of accomplishment.

The high school grades, the ACT Assessment test scores and subscores, and the number of years each subject was studied in high school should be checked for consistency. If, for example, a student has studied mathematics in high school for only one year and received a grade of "C," it is not realistic to expect the ACT Assessment score in mathematics to be high. On the other hand, if a student has studied mathematics for four years in high school and reports a high school grade of "A," it would be expected that the ACT Assessment score in mathematics would be high. If the three indices mentioned above are not consistent, possible explanations should be explored with the student.

Such information is provided to students to encourage them to look at their educational development in a realistic manner and then to focus on activities holding some promise for success. As this information is provided, three important cautions should be emphasized.

- The ACT Assessment tests measure educational development and do not reflect innate ability or aptitude. Performance is influenced by the student's educational experience up to the time of testing.
- ACT Assessment scores and high school grades are not the only factors related to academic success in college. Interest, motivation, values, and study habits are other types of variables.
- Minor differences among scores should not be overinterpreted.

Additional details about College Report data elements and suggestions for use of this information with students are provided in *Using ACT in Advising and Course Placement*. This annual brochure is available to colleges in late summer and can be ordered from ACT Publications.

Depending on the college's participation in ACT Research Services, predictive information useful in student advising may be provided in the Overall GPA Predictions area and Specific Course Predictions area of the College Report. The following sections offer suggestions for interpreting normative and predictive information on the College Report.

ACT Assessment Norms

The Scores and Predictive Data area of the College Report contains ACT Assessment test scores, subscores, and national norms based on 1996 high school graduates tested on national test dates as juniors or seniors (Figure 3.5). In addition, local norms and academic predictions are reported for colleges that have participated in ACT Research Services within the preceding three years. All norms are expressed as cumulative percents of scores at or below a given score.

Local norms (based partly on concordant values of Enhanced ACT Assessment English, Mathematics, and Composite scores) are included on the reports sent to all colleges that have used one or more of the ACT Research Services—Class Profile Service and/or the Prediction Research Service—within the past three years.

The local norms show how the prospective student's performance on the ACT Assessment compares with that of freshmen who were enrolled when the college participated in the ACT Research Service from which the norms were obtained. This is usually the preceding year, although it could include freshmen who were enrolled as long ago as three years. Generally, these local norms are based on all or nearly all of the freshman class or a representative sample of the group. Before interpreting these data, the user should consult the college official who coordinated Research Service participation to learn the characteristics of the group on which the norms are based.

Overall GPA and Specific Course Predictions

Predictions represent an interpretation about a student's academic prospects from the information that ACT routinely reports to participating colleges. The figures are directly relevant to performance at the particular college; each of the test scores and high school grades has been weighted in accordance with special institutional equations to forecast future achievement. Since prediction is never precise, statements about the probability of the student's achieving a certain level of performance are more realistic than predictions of a specific grade point average.

The extent to which overall GPA and specific course predictions are included on the College Report depends on the college's participation in the ACT Prediction Research Service within the last three years. Participation in the service enables a college to receive overall GPA predictions or both overall GPA predictions and specific course predictions.

All institutions that participate in the ACT Prediction Research Service may request that prediction of overall GPA be printed for the total group of students, as well as for up to five particular subgroups of students. In Figure 3.6, for example, predictions are given for the total group (denoted by "all freshmen") and for different college majors (education, business administration, liberal arts, and engineering). Predictions for subgroups are given only when a college has included those subgroups in the design for its Prediction Research Service participation.

SCORES AND PREDICTIVE DATA (See *ACT User Handbook*)	TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (% AT OR BELOW SCORE) COL–BND NAT'L	LOCAL	TESTS AND SUBSCORE AREAS	TEST SCORES (1-36)	SUBSCORES (1-18)	NORMS (% AT OR BELOW SCORE) COL–BND NAT'L	LOCAL
	ENGLISH	24		76	75	READING	25		75	73
	Usage/Mechanics		13	81	81	Soc. Studies/Sci.		10	54	49
	Rhetorical Skills		12	75	72	Arts/Literature		14	79	76
	MATHEMATICS	17		34	31	SCI. REASONING	18		31	24
	Pre-Alg./Elem. Alg.		09	41	40					
	Alg./Coord. Geom.		10	61	58					
	Plane Geom./Trig.		08	25	21	COMPOSITE	21		58	53

Figure 3.5. **Scores and norms (College Report)**

Colleges that requested analyses for specific freshman courses in the Prediction Research Service can also have predictions for these courses printed on the College Report. In Figure 3.6, for example, predictions are given for freshman English, college algebra, history, chemistry, and psychology.

Cumulative Percents for Predicted Grades in Various Groups (% ≤ PGPA). These cumulative percents compare the prospective student's predicted overall grade point average with the predicted overall grade point averages of freshmen students who were enrolled in each of the five groups listed. These specific groups were designated by the official who supervised the college's Research Services participation.

Overall Grade Expectancies in Various Groups (PROB ≥ C). This is the probability that the prospective student will earn an overall average of "C" or higher in each of the five curricular groups listed. Probability deals with chances of particular outcomes occurring among *like* students. Thus in this example, 89 percent of the students with high school grades and ACT scores similar to this student's made a "C" average or better in the education curriculum at this college. Thus, based on this student's grades and ACT scores, chances are good (89 out of 100) that the student will earn a "C" average or better, if there are not substantial changes in curriculum, grading policies, etc.

Cumulative Percents for Predicted Grades in Specific Courses (% ≤ GRADE). Interpretation of the cumulative percents for predicted course grades is essentially the same as that for the cumulative percents of predicted overall grade point averages. The cumulative percents show how the predicted grades of the prospective student in specific courses compare with those of students who have completed at least one semester in these courses at this college. The official who coordinated the college's research participation designated the courses (as listed) on which the information is based. This information is provided to indicate the nature of the subgroups for interpretive purposes.

As shown in Figure 3.6, 89 percent of the predicted GPAs of the preceding year's students who took freshman English at this college are at or below this student's predicted GPA for the course.

Grade Expectancies in Specific Courses (PROB ≥ C). Interpretation of grade expectancies in specific courses is similar to that for overall grade expectancies. These data describe the probability that the prospective student will earn a grade of "C" or higher in each of the five courses listed. In this example, the chances are 72 in 100 that the student will earn a "C" or higher in the freshman English course at this college.

OVERALL GPA PREDICTIONS			SPECIFIC COURSE PREDICTIONS		
NAME OF GROUP	% ≤ PGPA	PROB ≥ C	NAME OF COURSE	% ≤ GRADE	PROB ≥ C
EDUCATION	91	89	FRESHMAN ENGLISH	89	72
BUSINESS ADMIN	74	72	COLLEGE ALGEBRA	15	18
LIBERAL ARTS	74	81	HISTORY	86	82
ENGINEERING	41	32	CHEMISTRY	59	68
ALL FRESHMEN	75	80	PSYCHOLOGY	79	89

Figure 3.6. **Predictive data (College Report)**

4
ACT ASSESSMENT PARTICIPATION

PREPARING STUDENTS FOR THE ACT ASSESSMENT

The ACT Assessment tests of educational development measure the knowledge and skills that students have acquired throughout their education. The tests emphasize students' capabilities in understanding information, interpreting information, solving problems, and applying their knowledge and skills. Because these proficiencies are not readily acquired in a short period of time, only sustained instruction in the subject matter areas tested is likely to be effective in developing the knowledge and skills required. Special last-minute academic preparation is not advised.

EXPLORE and PLAN

One way for students to prepare is to participate in EXPLORE and PLAN, two assessment-based educational and occupational planning programs in ACT's Educational Planning and Assessment System (EPAS). EXPLORE (for eighth-grade students) and PLAN (for tenth-grade students) are unique, comprehensive assessment programs designed to improve the secondary and postsecondary planning and preparation of students and to enable schools to assist students and their parents in this important process. The EXPLORE program is available year-round for administration by schools at a time of their choosing. The EXPLORE tests of academic development can be administered in a single session or in multiple sessions, and will require approximately two and one-half hours total administration time. Normative information (percent of examinees who scored at or below the earned scale score of the examinee), however, is based on eighth-grade students who took the EXPLORE tests in a single session in the fall. The PLAN program is administered by schools once a year, in mid-autumn, and can be accommodated within half a school day.

The programs measure academic development in four key subject areas: English, mathematics, reading, and science reasoning. The four tests are complementary in content to those of the ACT Assessment. In addition, EXPLORE and PLAN question formats and test administration procedures are quite similar to those of the ACT Assessment, as are the test-taking skills required. By promoting early awareness of the ACT Assessment and how its results are used, EXPLORE and PLAN can increase students' motivation to prepare themselves for doing well on the ACT tests.

EXPLORE and PLAN also gather and report information about students' educational and career plans, interests, knowledge of effective study techniques, and self-identified needs for assistance. Available at a time when guidance is likely to have significant impact, EXPLORE and PLAN results can help counselors work with students to identify academic areas in need of improvement and to plan appropriate coursework for high school.

Information about participating in EXPLORE and PLAN is available from the ACT office that serves your state.

Student Preparation Materials

Annual supplies of the most current edition of *Preparing for the ACT Assessment* are shipped routinely each August to all high schools. Quantities are based on the number of score reports sent to the school over the past five test dates.

This booklet, provided at no charge, provides descriptions of the skills measured by the ACT tests, test-taking strategies, general information about the test day, and a complete practice test. A sample answer document, scoring key, and scoring instructions are also included.

Students may also order up to two different sample test booklets from ACT Publications at $3.00 for one copy or $4.00 for two.

Students who want further practice may wish to check the school library or local bookstores for the *Official Guide to the ACT Assessment*, published by Harcourt Brace. This book contains test-taking information, including actual retired ACT tests. The *Official Guide* may be purchased directly from Harcourt Brace by calling 1-800-543-1918.

Preparation Materials for Group Settings

High schools may purchase additional materials designed for use in group settings.

1. "Time to ACT" is a 35-minute color video that offers suggestions for effective test preparation and information about the content of the ACT tests.
2. *The Test Preparation Reference Manual for Teachers and Counselors*, updated in fall 1996, provides presentation graphics and instructions for a simulated test session.
3. Sample copies of four retired forms of the ACT Assessment, including sample answer document and scoring instructions, are available for purchase by high schools and colleges.

Orders for any of the above three questions should be directed to ACT Publications.

Improving ACT Scores: Cognitive Skill Building and Test Familiarity, published by the National Association of Secondary School Principals (NASSP), is a test preparation program for the ACT Assessment intended for use by high schools. Developed with the assistance of ACT, the NASSP materials, which include workbooks and computer software, are based on full-length forms of the ACT Assessment and link test questions to "skill builder" exercises. Information about *Improving ACT Scores* is available from NASSP, 1904 Association Drive, Reston, VA 22091 (703-860-0200).

TEST DATES AND CENTERS

Test Dates

The ACT Assessment is administered on five national test dates each year at over 5,000 test centers in the United States. The national test dates and registration deadlines for 1996-97 and 1997-98 are listed on the outside back cover of this handbook. On certain test dates, ACT administers test questions for developmental purposes. Responses to such questions do not count toward students' scores. In addition, the ACT Assessment is offered up to five times a year at more than 200 foreign test centers listed in *Taking the ACT Assessment for Students Outside the 50 United States.*

Non-Saturday Test Dates

Non-Saturday test dates are available only for students whose religious faith prohibits testing on Saturday. These students should consult the list of non-Saturday test dates and centers in *Registering for the ACT Assessment.*

Choosing a Test Date

When choosing a test date, students should consider application deadlines and allow four to seven weeks for ACT to process and mail their reports. With increased emphasis on early application, many colleges and scholarship agencies recommend that students take the ACT during the second semester of the junior year.

We advise students to take the ACT Assessment when they have completed a substantial portion of the coursework that the tests cover. In many schools, college-bound students reach this point by spring of the junior year. There are several advantages to taking the ACT Assessment at this time.

- The resulting information is available to students, their parents, and high school counselors for planning the senior year.
- Most colleges prefer to hear from prospective students no later than the summer between the junior and senior years.
- Should students not score as well as they think they can or should, they may test again and still have the new information available in time to meet scholarship and admissions deadlines.

Retesting is appropriate if the student or counselor feels that the student's performance on the tests was diminished by unfamiliarity with test format and procedures, that the student was unusually nervous, emotional, or physically ill, or that in the interim the student has completed more relevant coursework or engaged in other learning activities that might enhance performance.

Note that students will not normally receive their results prior to the registration deadline for the next test date.

Test Centers

ACT provides specific guidelines to maintain uniform testing conditions at all test centers. Qualified test supervisors and proctors administer the ACT Assessment at these centers, which are located at high schools and colleges.

We attempt to provide enough test centers to meet the needs of all students who wish to take the ACT Assessment. Test centers are listed in *Registering for the ACT Assessment.* Persons aware of a need for additional test centers in their area may write to ACT Test Administration.

Disability Accommodations at Test Centers

Students with disabilities first need to determine whether they can test under standard conditions, which means within the **standard time limits using a standard-type test booklet and answer document at a regularly scheduled national test center.** Alternate test formats are **not** available at national test centers and extended time is **not** allowed at a national test center on any test date.

If a student **can** test under standard conditions, but special arrangements are needed at the center (e.g., a sign language interpreter, wheelchair access), the student must complete a registration folder and follow standard procedures and deadlines for national testing. The student must submit a letter with the registration folder requesting accommodations. Information is included in *Registering for the ACT Assessment.* ACT will make arrangements at a test center that can provide the necessary facilities and/or personnel.

Special Testing

Special testing is available for students with physical, mental, sensory, or diagnosed learning disabilities who cannot take the test within the standard time using standard-print test booklets. These students should contact their high school counselor or write to ACT Special Testing for a copy of *Request for ACT Assessment Special Testing.*

Examples of nonstandard test materials and conditions that are available through special testing include:

- Braille, large-print, or audio cassette editions of the ACT tests
- Extended time for taking the tests

Scores achieved under special testing with nonstandard test materials and/or extended time are reported as "Special" under type of testing to indicate that accommodations were provided at the examinee's request. ACT does not state the reasons nor the accommodations provided.

Arranged Testing

Arranged testing is available for students who are homebound or confined to a hospital or correctional institution on all five scheduled national test dates, and for students whose religious convictions prohibit Saturday testing and a non-Saturday test center is not established within 50 miles of their home for **any** test date. These students should write to ACT Universal Testing for a copy of *Request for ACT Assessment Arranged Testing.*

Residual Testing

An on-campus, or residual, testing program is provided for participating colleges that wish to administer the ACT Assessment to their enrolled or admitted students who were unable to test on a national test date. Following are some major features of residual testing.

- Results are reported *only* to the college administering the test. No Student Reports or High School Reports are generated, and no Additional Score Reports will be generated to report scores to any other institution.
- Testing can be conducted on any date except an ACT national test date.
- Students may not repeat residual testing until 60 days have passed since their previous testing.
- Materials must be ordered from ACT at least four weeks before the test date. Rush shipments are made at the college's expense.
- Materials are available in two modules.

  Module A ($19.00). Basic student identification, four ACT tests, ACT Interest Inventory, Student Profile Section.
  Module C ($16.50). Basic student identification and four ACT tests only.

- In addition to the regular ACT answer folder, colleges that use NCS-Sentry 70 or Scan-Tron scoring machines can order appropriate answer documents for local scoring. These answer documents must be used with the ACT answer folder. After testing, the answer folders—not the answer documents—must be returned to ACT, with the scores gridded on the folder. Hand-scoring keys are also available.

REGISTERING FOR THE ACT ASSESSMENT

Registration Materials

Annual supplies of registration packets are mailed routinely to high school counselors in August. Each packet includes a registration folder, a preaddressed return envelope, and a copy of *Registering for the ACT Assessment,* which provides detailed instructions for registration as well as test center and college code listings. There is a separate registration packet for students testing outside the 50 United States.

A reorder card is included with each shipment. Schools that did not receive materials or do not have a reorder card may write to ACT Registration or FAX a reorder request to 319-339-3032. Reorders are shipped within 48 hours of receipt of the reorder card and will normally arrive within seven working days.

Registration Procedures

ACT does not allow walk-in registration on the day of a test. To register for the ACT Assessment, students must obtain a registration packet from the high school counselor or college admissions office, complete the registration folder, and mail the folder and fee to ACT in the preaddressed return envelope. The envelope must be postmarked by the regular or late registration deadline for the test date requested.

Registering for the ACT Assessment, included in the registration packet, provides information about the ACT Assessment and complete instructions for registering. To help students avoid errors and processing delays, counselors and advisers should urge students to read the booklet before completing the registration folder. The sections below provide answers to the most common student questions about registration procedures.

Educational Level Classification

Block K of the registration folder asks students to mark the grade level they are currently in or have just completed. For example, a student who registers for the June test date between the junior and senior years should mark grade 11.

High School Code

In the summer, every high school receives two copies of the ACT Assessment bulletin board poster, which displays national test dates, registration deadlines, and the high school's ACT code. Students must record this six-digit code in block M of their registration folders so that their reports will be sent to the correct high school. To help students complete block M, counselors may wish to transfer the code to the boxes provided on the back of the registration packet envelope. Schools that do not receive the bulletin board poster should write to ACT Reporting Services.

Self-Reported High School Course/Grade Information

The High School Course/Grade Information questionnaire, which appears on page 2 of the registration folder, collects self-reported data about the courses taken and grades earned by students during high school. The information can help college admission directors identify students with adequate high school preparation in various academic areas. Special assistance from high school personnel may be necessary if students have questions about responding to the questionnaire.

College Report Recipients

Students designate recipients of their College Reports by entering up to six codes in block U ("College, Scholarship, and Agency Code Choices") of the registration folder. Codes for senators and representatives for possible appointments to service academies are included in the code list provided in *Registering for the ACT Assessment*. If an institution is not listed, the student may enter code 7000. Sealed reports will be sent directly to the student, who will be responsible for forwarding them to the unlisted institution. Code 7000 reports are **not** accepted by institutions listed with their own code numbers.

Students who list fewer than three colleges or agencies on the registration folder cannot add choices to the folder after it has been submitted. We cannot add or change a college or agency code on a submitted registration folder, even at the request of the person who registered.

To send reports to more than six colleges or agencies, a student must request an Additional Score Report (ASR) after the test date and pay the required fee. See "Ordering Additional Score Reports" on page 51.

Late Registration

Registration postmark deadlines are listed on the back cover. The regular postmark deadline is four weeks before each test date; a late registration period extends up to two weeks before each test date. If students miss the regular deadline, they may register up to the late postmark deadline by paying a nonrefundable late handling fee, in addition to their other fees, to cover the special procedures required to accommodate late requests. When students wait to register during the late period, it is likely that they will be assigned to a test center other than their first choice.

Test Fees

Students must compute the total fee in block U of the registration folder and send the fee and folder to ACT, postmarked by the deadline for the test date requested. The fees for 1996-97 are listed below.

Basic registration fee (includes reports to up to three college choices)	$19.00
Basic registration fee in New York state or Florida	$22.00
4th, 5th, and 6th college choices at time of registration	each $ 6.00
Late registration handling fee (nonrefundable)	additional $20.00

Test Fee Waivers

The ACT Assessment Fee Waiver Program is designed to assist students for whom payment of the basic test fee could be a barrier to college entrance. Students must meet one of the following conditions to apply for a waiver:

- Student is currently enrolled in an Upward Bound project.
- Student's family receives public assistance.
- Student is a ward of the state.
- Student resides in a foster home.
- Student participates in free or reduced-price lunch program.
- Total family income is at or below the Bureau of Labor Statistics Low Standard Budget:

Number of Family Members	1996 Income Before Taxes
1	$ 8,700
2	14,300
3	19,600
4	24,200
5	28,500
6	33,400
over 6	$33,400 plus $2,600 for each add'l family member

Only a limited number of fee waivers is authorized by ACT each year, beginning with the October test date. Once funds have been exhausted, requests for waivers will be denied. Schools are therefore encouraged to seek alternate funding sources within the community. In order to provide assistance to as many students as possible, the following guidelines have been adopted:

- Fee waivers are available **ONLY** for high school seniors or juniors.
- Students may register only **ONCE** with a fee waiver and use it in either the senior or junior year. Requests for a second waiver will be denied.
- The waiver covers the cost of regular registration only for up to three college choices.
- If a waiver is approved and the student does not test, the waiver has been used and the student must pay the reregistration fee.
- Fee waivers may **NOT** be used to pay for the late registration fee, additional college code choices at the time of registration, optional services listed on the folder, additional score reports requested later, or residual testing.

Requests must be submitted on an ACT form for the current testing year; photocopied forms and requests on letterhead are not acceptable.

Each request must be **personally signed** by the student and by a school official or administrator at a federally-sponsored or community-based assistance organization. Printed, stamped, or photocopied signatures are not acceptable. The request is valid only when properly completed and submitted with the student's completed registration folder. Fee waiver information and fee waiver request forms are routinely sent each fall to active Upward Bound projects, to high schools that have submitted fee waiver requests in the past year, and to selected assistance organizations. Additional copies may be requested directly from ACT Registration.

Admission Tickets

Admission tickets for a test date are not mailed until the preceding test date has passed. During each test registration period, admission tickets are mailed within three weeks if the registration materials were postmarked by the regular deadline for the requested test date. Students who register by the late deadline will receive an admission ticket via Western Union about one week before the test date. Students who do not receive a ticket or mailgram within the prescribed period should call ACT Registration.

Test Center Changes

A student who cannot take the ACT Assessment at the assigned test center must contact ACT to request a test center change for the same date **at no charge.** All test center changes are subject to the availability of test materials and seating space.

To request a test center change before the late deadline, the student should send the unused admission ticket to ACT Registration in an envelope marked "Test Center Change Request." The name, location (city and state), and code of the new test center must be listed on side 2 of the admission ticket. All test center changes are made after the regular registration deadline.

If it is necessary to request a test center change during the 10 days prior to the test date, requests must be made by phone.

Reregistration

A student who cannot take the ACT Assessment on the requested date may reregister for another date in the same testing year. Reregistration instructions appear on the back of the admission ticket and on page 40 of *Registering for the ACT Assessment*. Reregistration is NOT available by phone. To reregister, the student must send the following materials to ACT Registration in an envelope marked "Reregistration."

1. The unused admission ticket with the back side completed. A student who no longer has the admission ticket should include a brief letter and give full name, Social Security number, date of birth, the test date and test center desired, plus college and agency choices, if different from those on the original registration folder.

2. **$12.00** basic test reregistration fee plus **$6.00** for each additional (4th, 5th, 6th) college choice beyond the number designated and paid for on the original registration folder.

The reregistration request must be postmarked by the regular registration deadline for the new test date requested. If the student misses the regular registration deadline and can meet the late deadline, a **$20.00** nonrefundable late handling fee must be paid in addition to the **$12.00** reregistration fee (**$32.00** total).

In the reregistration process, ACT can change only the test date, the test center, and up to six college and agency choices. To change any other information supplied on the original registration folder, the student must complete a new registration folder and submit it with the reregistration materials described above.

Reregistration is also permitted if a student leaves a test center because of illness. The student should ask the test center supervisor for the admission ticket before leaving the center and include it with the reregistration request. If the student has broken the seal of the test booklet, he or she must tell the test center supervisor before leaving the test center due to illness that the answer document is not to be scored.

A student who registers for the last (June) test date and does not take the test may apply for a refund but not for reregistration. To register for a test date during the next testing year, the student must follow the steps for regular registration and submit a completed registration folder and the full fee. A student may not request both reregistration and a refund.

Partial Refunds

Students who miss the test date for which they were registered or who leave the test center before breaking the seal on the test booklet may request a partial refund. Students should write "Refund" across the admission ticket and return it to ACT Registration in an envelope marked "Refund Request." Application for refund should be made within three weeks after the test date.

Because of processing costs, only **$5.00 of the basic fee is refunded**, even if the request is made before the test date for which the student registered. Fees paid for extra college codes and/or Test Information Release will be refunded in full. Refunds are issued after the test date. July 31, 1997 is the refund deadline for the 1996-97 testing year. Refund requests received by ACT after that date will not be honored.

Other Questions

Other questions related to a student's registration (e.g., lost admission ticket, incorrect test center) should be directed to ACT Registration.

TEST INFORMATION RELEASE

A student who takes the ACT Assessment on one of the dates listed below may obtain, for a **$10.00** additional fee, a copy of the test questions used in determining his or her scores, a list of his or her answers, a list of the correct answers to the questions, and a table to convert raw scores to the reported scores. For a **$20.00** fee, the student may also request a copy of his or her answer document. These materials will be available only for students who take a regular administration of the ACT Assessment at a national test center on one of the following dates:

For all students:
Saturday, December 14, 1996
Thursday, April 10
through Monday, April 14, 1997
Saturday, June 14, 1997

Only for students testing at a New York test center:
Saturday, October 26, 1996

Students may order this information when they register or after they receive their ACT reports. Instructions are provided in *Registering for the ACT Assessment* and *Using Your ACT Assessment Results*. Materials are mailed eight to 12 weeks **after** the test date.

TAKING THE ACT ASSESSMENT

Student Identification Requirement

To be admitted to the test center, students must be registered and present acceptable identification at the time of check-in. If students do not have a photo ID recently issued by their school, employer, or city/state/federal government (e.g., driver's license) on which BOTH their name and current photograph appear, they have been instructed to ask a school official (who may **not** be a relative) for a personally signed letter of identification. (See page 40 of *Registering for the ACT Assessment*.)

We have developed a sample letter (Figure 4.1) to help schools respond to such requests. Counselors may find it convenient to prepare and duplicate a similar form letter to complete for each individual. Students will be required to sign the letter again at the test center.

To be considered acceptable, letters of identification must be written on school letterhead (if computer-generated letterhead, school seal is required) and must include the following information.

1. Student's full name
2. Full physical description of the student including age, sex, height, weight, race, eye color, hair color, and other distinguishing features, *or* recognizable recent photograph with school seal or school official's signature across portion of photo
3. Student's personal signature in ink written in presence of school official (who may **not** be a relative)
4. School official's personal signature in ink to certify student's identity, physical description, and signature
5. Raised school seal (required if letterhead is computer-generated)

Students who do not present acceptable photo I.D. or an acceptable identification letter **at the time of check-in** will not be admitted to test

EAST HIGH SCHOOL
Main Street
Any City, ST 99999
(555) 333-1234

To: ACT Test Center Supervisor

This letter verifies the identification of the student named below. The student attends this high school and does not have acceptable photo I.D.

Name of Student: Allyson C. Tyler

Physical Description:

Age 17 — Eye Color Brown
Sex F — Hair Color Brown
Height 5'2" — Other (e.g., glasses, moustache) Glasses
Weight 115
Race White

school seal (required if letterhead is computer-generated)

Recognizable recent photo with school seal or official's signature across photo (optional if full physical description included)

Signatures:

I am the person named and described above. I am signing this letter in the presence of the school official signing below. I understand that the consequences of false identification on the test day include cancellation of my ACT scores.

Student's Signature Allyson C. Tyler Date 4/9/96

The student named and described above has signed this letter in my presence.

School Official's Signature Peter A. C. Dobson Date 4/9/96

School Official's Title Principal

I am the person named and described above. I am signing this letter in the presence of test center staff on the test day.

Student's Signature _____ Date _____

Figure 4.1. **Sample letter of identification**

BEST COPY AVAILABLE

unless they can be personally recognized by test supervisory personnel.

The assistance of schools in providing acceptable identification for their students helps to ensure that no students gain an advantage over other students and to protect the validity of ACT Assessment scores for use by all students, colleges, and agencies. Questions should be referred to ACT Test Administration.

Administration Schedule

Students are instructed to arrive at the test center at 8:00 A.M. on the test date for which they are registered. Administration of the ACT Assessment will begin as soon as all examinees present at 8:00 are checked in. A break is scheduled after the first two tests. Students will be dismissed at about 12:15 P.M.

Guessing

Because there is no penalty for guessing on the ACT tests, it is to the student's advantage to answer every question. A student's raw score on each test is simply the number of correct responses.

Standards for Test Administration and Security

In order to provide the best testing conditions for all students, ACT has established a three-part procedure for reviewing test administration and security.

1. At the end of some testing sessions, students are asked to respond to a list of questions about testing conditions.
2. The "Supervisor's Comment Sheet" allows test center staff to make suggestions to ACT about test materials and test center operations.
3. Personnel from ACT periodically observe the operation of test centers.

Direct comments or questions about ACT test administration and security to ACT Test Administration. Students who have complaints should write no later than two weeks after the test.

Question Challenges

ACT regularly compiles information on question challenges and responses to the challenges. This information is available only for released forms of the ACT Assessment. Test forms available during 1996–97 are from the following test dates: October 1996 (to New York State residents only); December 1996; April 1997; June 1997. To obtain this information, write to ACT Records. Specify the test date(s) you are requesting, include your name and address, and submit a check payable to ACT for **$10.00** for each test date requested. All question challenge information from the past two years will be provided in response. Information will be released 12 weeks after the test date requested.

REPEATING THE ACT ASSESSMENT

Students sometimes wonder whether they should take the ACT Assessment more than once. Because ACT scores are indicators of the level of educational development at the time of testing, there are only a few circumstances under which ACT recommends retesting.

Conditions Existing During the Test Session

Students should consider retaking the ACT Assessment if any of the following conditions applies to them. For example, if they:

- were physically ill while taking the test or had been ill just prior to taking the test.
- experienced a strong, but temporary, emotional reaction or condition of nervousness during the test session.
- misunderstood directions or incorrectly recorded answers on the answer document for any of the tests.

Readiness to Take the ACT Assessment

Students should consider retaking the ACT Assessment if any of the following conditions applies to them. For example, if they:

- had never before taken a standardized test like the ACT Assessment and felt that such lack of experience with the test format and administration procedures interfered with their performances. It would be advisable for the students to become more familiar with the test and the testing process before retesting.
- are not satisfied that their scores were an accurate representation of their levels of educational development in the areas the test covers. (If, for example, there is a discrepancy between their ACT scores and their high school grades, students are encouraged to check this perception with their teachers before deciding to retest.)

- had not completed coursework in the areas covered by the ACT Assessment. In this case, students may wish to retest after taking appropriate courses. ACT's publication *Preparing for the ACT Assessment* clearly describes the content of each test.
- completed coursework in the areas covered by the ACT Assessment more than a year before they took the test and they were disappointed in their scores. In this case, students may wish to consider concentrated review in the appropriate areas, and then retest.
- have chosen a college or major either or both of which require or strongly encourage an ACT Composite score or score on one or more of the tests higher than achieved. Students may wish to retest if they are confident they can do better on the test than they did or if being able to enroll in the college or major of choice is so important that they are willing to make a concentrated effort to improve their test score(s).

If students plan to retake the ACT Assessment for one or more of the reasons related to readiness, it is important that they make the necessary effort to improve that readiness. They should be encouraged to use *Preparing for the ACT Assessment* and any other resources available.

When registering to retake the ACT Assessment, the student must complete the entire registration folder and submit it with the full fee. The ACT Interest Inventory and Student Profile Section information cannot be transferred from the previous record.

REPORTING ACT ASSESSMENT RESULTS

Student Guide Mailings

If the high school has chosen to receive Student Reports for distribution, copies of the student guide *Using Your ACT Assessment Results* are shipped to the high school's Director of Counseling before each test date to be distributed to students with their ACT Student Reports. Each high school receives a few more copies of the guide than the number of students from the school who have registered for that test date. Schools outside the United States receive a year's supply of student guides early in the fall. Student guides for the June test date and for high schools authorizing this option are mailed directly to the students' homes with their Student Reports.

ACTion Software

ACTion Software, for use on either IBM or Apple personal computers, helps interpret ACT Assessment scores, conduct college searches, and identify appropriate majors and occupations. It includes a comprehensive user guide and features an extensive data file on colleges and universities throughout the U.S. and can be ordered from ACT Publications.

Score Report Mailings

In order to keep scores confidential, we do not give them to anyone by telephone.

Most reports are mailed to colleges and high schools approximately four weeks after each national test date. Shipping containers for the reports are marked "First Class" and should be handled as confidential material. Student Reports for the June test date will be mailed directly to the students' homes. For other test dates, both the High School Reports and the Student Reports are normally mailed to the high schools, unless the high school has authorized direct mailing of the Student Reports.

Because we collect some of the student data on the registration folder and some on the answer document, the two records must be matched before we can produce reports. If students do not follow the instructions for submitting their matching information (each year, nearly 50,000 do not), their reports will be delayed until we have processed reports for those students whose records matched. Reports for answer documents that could not be computer-matched to registration information and for answer documents received too late for the first scoring are mailed as soon as possible. Several small groups of reports will be mailed during the following weeks. In general, all reports will be mailed by eight weeks after the test date.

ACT reports only the results of the current test date. Because students control the release of their scores, results from previous test dates are not included on current reports.

Misdirected Reports

If a student enters an invalid high school code or no code (or code 800-000) on the registration folder, the Student Report and a copy of the student guide are mailed to the student's home address. No High School Report will be produced.

If a student uses an incorrect, but valid, high school code, the report may be sent to the wrong school. Counselors who receive reports for students not enrolled at their schools should return the reports to ACT Records. Counselors should also contact ACT Records if they fail to receive reports for all of their students after eight weeks and the missing reports were not sent to the students' homes.

Automatic Reporting of Scores to State and National Scholarships/Programs

Because ACT maintains the confidentiality of ACT records, no copies of scores nor any parts of student records are released without permission from the student.

State and national scholarship programs often use ACT scores as one source of information for recognizing student achievement. Students are informed that if they are from a state for which ACT provides scholarship information, scores will be routinely sent to that scholarship/program for consideration. Students can withhold reporting their scores to these scholarship agencies by sending a written request to ACT.

The graduating classes and designated test dates currently released to scholarship agencies and the deadline to notify ACT to stop reporting are listed on page 5 of *Registering for the ACT Assessment*.

Cancelling Reports to Colleges

Students who test on national test dates within the United States have the option to have their answer documents scored but to stop reports from reaching the college choices previously entered on the registration folder. This service is possible only until Thursday noon after each test date and costs **$10.00.** Complete details are described in the registration booklet.

Additional Score Reports (ASRs)

Many students request additional reports at some time after they have tested. Additional Score Reports prepared for students who tested prior to the introduction of the Enhanced ACT Assessment include the ACT Assessment scores originally reported as well as concordant values and estimated score intervals on the Enhanced ACT Assessment.

As usual, ACT will include a cautionary message about relying on test scores earned more than five years earlier and, in these cases, the resulting concordant values and estimated score intervals.

Ordering Additional Score Reports (ASRs)

Four to seven weeks after the test date, most results are available for mailing to colleges in addition to those originally listed on the registration folder. In general, all scores are available for reporting by eight weeks after the test date.

A request form for Additional Score Reports (ASRs) appears on page 19 of *Using Your ACT Assessment Results*. A supply of ASR packets also is sent to the high schools. Extra copies can be requested from ACT Records. Students should be especially careful to use the form effective for the current year. The 1996-97 ASR packet is in a pink envelope; all others are obsolete.

To order an Additional Score Report, the student must follow these steps.

1. Complete the ASR form.
2. Choose the service desired and enclose the appropriate fee:
   - Regular reports—**$7.00** for each report (one test date per report)
   - Priority reports—**$10.00** for each report (one test date per report)
   - Mailgram reports—**$15.00** for each report (one test date per report)
   - Archived Scores: $10.00 additional fee ($17.00 regular; $20.00 priority; $25.00 mailgram) The fees for reports requested for scores from test dates no longer available on the computerized database require an additional **$10.00** fee for each report. During 1996–97, this additional fee applies to test dates **before October 1994.**
3. Mail the form and fee to ACT Records.

Regular reports are sent by first-class mail or in the next reporting cycle requested by the institution, at least monthly. Priority and mailgram reports reach their destinations faster. Usually, ACT can send a mailgram report within one working day after receiving an order, and it will normally be delivered the next business day. Usually, ACT can send a priority report within one working day after receiving an order, and it will normally be delivered two to three business days later. Mailgram and priority reports are official, but temporary, documents that include only the student's identifying information and scores.

For regular reports and as standard follow-up to priority and mailgram reports, the student's complete College Report will be included in the next processing cycle requested by the college or agency to which the scores are sent, at least monthly.

Telephone Express Service (ASRs)

As soon as scores have been processed and added to the files (normally four to seven weeks after the test date), they are available for additional reporting. Students who have an immediate deadline that cannot be met by mailing an ASR form may call 319-337-1313 to request telephone express service. The test is not scored faster. The requester's checking account or Visa or MasterCard account will be charged a **$15.00** service fee plus the fee for each requested report. Once a request has been made, it cannot be cancelled.

Hand-scoring Service

ACT's scoring procedures minimize the potential for error. If a student believes that a scoring error has been made, we will hand-score the answer sheet for a fee of **$20.00.** When requesting this service, the student must provide in writing his or her name as given at the time of testing, Social Security or ACT identification number, birth date, test date (month and year), test center, and a check for **$20.00** payable to ACT Records. A student may arrange to be present for hand-scoring by contacting one of ACT's regional offices but must pay an additional fee. If a scoring error is discovered, corrected reports will be sent without charge, and the hand-scoring fee will be refunded.

QUESTIONING ACT ASSESSMENT SCORES

Inquiry into Questioned Scores

Anyone who notices a significant discrepancy between a student's performance on the ACT Assessment and that student's high school grades or is aware of information about irregularities during the testing session is urged to call or write ACT Test Security as soon after the test date as possible. ACT will conduct a confidential inquiry into the questioned scores.

Cancellation of Scores by ACT

ACT reserves the right to cancel test scores when there is reason to believe the scores are invalid. Cases of irregularities in the test administration process—falsifying one's identity, impersonating another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center or other indicators that the test scores may not accurately reflect the examinee's level of educational development, including but not limited to examinee misconduct—may result in ACT cancelling the test scores. When ACT plans to cancel an examinee's test scores, it always notifies the examinee prior to taking that action. This notification includes information about the options available regarding the planned score cancellation, including procedures for appealing that decision. In all instances, the final and exclusive remedy available to examinees who want to appeal or otherwise challenge a decision by ACT to cancel their test scores shall be binding arbitration through written submissions to the American Arbitration Association. The issue for arbitration shall be whether ACT acted reasonably and in good faith in deciding to cancel the scores.

MAKING CHANGES IN ACT ASSESSMENT REPORTS

Inquiries about student records must include the student's name and address (as given at the time of registration), Social Security or ACT identification number, birth date, test date (month and year), and test center. The test date is especially important if the student has taken the ACT Assessment more than once.

Retention of Student Records

ACT keeps students' original registration folders and answer documents for one year. Questions about these materials or the information they contain should be directed to ACT Records before the one-year period is over. For research purposes, we retain student records on magnetic tape indefinitely. Additional Score Reports can be issued only for students who tested after October 1, 1966.

Correction of Other Errors on the Report

A student who finds a significant error (other than a scoring error) on the report and wants it corrected should write to ACT Records enclosing a copy of the report and describing the error and the necessary change. If ACT made the error, corrected reports will be sent without charge. If the student provided erroneous information to ACT or if information has changed (such as address), he or she must submit **$3.00** for each correction requested and **$7.00** for each corrected regular report he or she wishes sent to a college or agency. For example, if the student made two errors and requests that corrected reports be sent to three colleges or agencies, the total correction fee would be **$27.00.**

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INDEX

ACT Assessment components, 1–16
ACT Interest Inventory, 9–16
ACTion Software, 50
Additional Score Reports, 45, 51
Admissions, ACT data in, 37–38
Admissions policies and ACT Composite score, 28–30
Admission Ticket, Test Center, 46
Adult learners, ACT test scores of, 36
Advising of college freshmen, 39–40
Arranged testing, 44
Arts/Literature Subscore, Reading Test, 3–4
Assistance Directory, ii

Calculators, iv, 2, 4
Cancellation of test scores by ACT, 52
Cancelling college reports, 51
Career families, 12–19
Career Family List, 13–15, 19
Case studies using High School Report, 32–35
Challenges of test items, 49
Changes of test center or test date, 46–47
Class Profile Service for colleges, 26, 40
Code of Fair Testing Practices, iii, iv
College Report, 17, 23–25, 36–41
Colleges
  magnetic tape or diskette reporting option, 23
  reports and data services for, 23–26
  teletransmission reporting option, 23
  uses of ACT data, 36–41
Composite score, 6–7, 28, 30
Counseling, precollege, 27–35
Course sectioning and student placement, ACT data in, 38–39
Cumulative percents of ACT Assessment test scores, 7–8, 10

Disabilities, testing of students with, 44

Educational Opportunity Service, 16, 22, 36
Educational Services Division, ACT, iii
English Test, 1–2
Errors in ACT reports, 52
EXPLORE, 29, 42
EXPLORE examination kit, 29
Express Service for Additional Score Reports, 52
Extended time for testing, 44

Fairness criteria, ACT Assessment, 6, 11
Fees for ACT Assessment, 46, 49–51
Fee waivers, 46

Grade predictions, 24, 26, 31, 40–41
Guessing on ACT Assessment tests, 49

Hand-scoring service, 52
Helping Students Grow, 27
High school code, 22–23, 45, 50–51
High School Course/Grade Information, 9, 38–39, 45
High School List Report, 22
High school poster, 45
High School Profile Service, 23
High School Report, 17, 20–22, 27, 30–35
High schools
  magnetic tape or diskette reporting option, 23
  reports and data services for, 17–23
  uses of ACT data, 27–35
High School Score Label, 22

Identification requirement for students at test centers, 48–49
Institutional Data Questionnaire, 17, 30
Interest Inventory, ACT, 9, 11–16
Intermediate Algebra/Coordinate Geometry Subscore, Mathematics Test, 3

Letter of identification for students without photo ID, 48
List Report, High School, 22

Magnetic tape, ACT data on, 23
Mailgram option for Additional Score Reports, 51
Mailings of ACT Assessment materials, 42–44, 50–51, 57
Materials and services, ACT Assessment, 57
Mathematics Test, 2–3
  Use of calculators on, iv, 2
Misdirected score reports, 50–51

National test dates, 43, outside back cover
Non-Saturday test dates, 43
Norms for ACT Assessment test scores, 7–9, 20, 24, 40

Official Guide to the ACT Assessment, 42
On-campus (residual) testing, 44
Orientation, ACT data in, 38

PLAN, 29, 42
Photo identification requirement for testing, 48–49
Placement, ACT data in, 38–39
Plane Geometry/Trigonometry Subscore, Mathematics Test, 3
Pre-Algebra/Elementary Algebra Subscore, Mathematics Test, 3
Prediction Research Service, 26, 39–41
Predictive data, 24, 26, 31, 39–41
Preparing for the ACT Assessment, 42, 50
Priority option for Additional Score Reports, 51

Questioned test scores, 52

Reading Test, 3–4
Recruitment and admissions, ACT data in, 37–38
Regional offices, ACT, iii
Registering for the ACT Assessment, 9, 22, 44–45, 47–48
Registration for ACT Assessment
  deadlines, outside back cover
  fees (registration and related services), 46, 50–51
  late, 45
  materials and procedures, 44–45
  refunds, 47
  reregistration, 47
Request for ACT Assessment Special Testing, 44
Research Services for colleges, 24, 26, 39–41
Residual (on-campus) testing, 44
Retesting, 43, 49–50
Rhetorical Skills Subscore, English Test, 1–2

Sample tests and test items, ACT Assessment, 43
Scale scores, ACT Assessment tests, 6–7
Schedule of test dates, outside back cover
Science Reasoning Test, 4–5
Score cancellation, 52
Score Label, High School, 22
Score reports, 17–21, 23–25, 45, 50–52
Score scales, ACT Assessment tests, 6–7
Security/integrity of tests and test data, 48–49, 52
Self-reported student information, accuracy of, 9, 15–16
Social Studies/Sciences Subscore, Reading Test, 4
Special testing, 44
Standard error of measurement, ACT Assessment tests, 7
State scholarship programs, automatic reporting of scores to, 51
Student identification requirement for testing, 48–49
Student orientation, ACT data in, 38
Student placement, ACT data in, 38–39
Student preparation for ACT Assessment, 42–43, 49–50
Student Profile Section, 15–16, 20, 24
Student records, ACT retention of, 52
Student Report, 17–19, 27–28
Subscores, ACT Assessment tests, 1–7
Supervisor's Comment Sheet, 49

Telephone Express Service for Additional Score Reports, 52
Test administration, 44–45, 49
Test Center Admission Ticket, 46
Test center identification requirement, 48–49
Test centers, 43–44
  changing, 46
Test dates
  changing, 47
  national, 43, outside back cover
  non-Saturday, 43
Test development, ACT Assessment, 5
Test fees, 46, 50–51
Test fee waivers, 46
Test information release, 47–48
Test integrity/security, 48–49, 52
Test preparation, ACT Assessment, 42–43, 49–50
Test Preparation Reference Manual for Teachers and Counselors, 43
Test scores, ACT Assessment, 1–7, 50–52
Tests of educational development, 1–8
  Composite score, 6–7, 28, 30
  content of, 1–4
  cumulative percents, 7–8, 10
  development of, 5–6
  English Test, 1–2
  fairness criteria, 6, 11
  Mathematics Test, 2–3
  national study, October 1988, 6
  norms, 7–9, 20, 24, 40
  Reading Test, 3–4
  scale scores, 6–7
  Science Reasoning Test, 4–5
  score scales, 6–7
  standard error of measurement, 7
  subscores, 1–7
  test scores, 1–7
Tests, sample, for ACT Assessment, 43
"Time to ACT," 43
"True" test score, 6

UNIACT, 9–15
Usage/Mechanics Subscore, English Test, 1–2
Use of Calculators on Mathematics Test, iv, 2
Using ACT in Advising and Course Placement, 39
Using PLAN with the ACT Assessment in High School Counseling, 29
Using Your ACT Assessment Results, 14, 17, 28, 48, 50

Waivers, test fee, 46
World-of-Work Map, 11-15

APPENDIX. SUMMARY OF ACT ASSESSMENT SERVICES AND MATERIALS

During the academic year, ACT automatically provides high schools and colleges with the following information services and materials about the ACT Assessment Program.

HIGH SCHOOLS

Mailed in early August:
Registration packets
Student test preparation materials
Identification requirements folder
Reorder card

Mailed in late August:
Two bulletin board posters
Annual mailing of interpretive materials, including:
- *User Handbook* (this publication)
- Announcement of changes for the coming test year
- Option form to authorize direct mailing of Student Reports
- Additional Score Request (ASR) packets
- Test date schedule (current year and next year)
- *Request for ACT Assessment Special Testing*
- Announcements and order forms for related services and publications

Mailed approximately one week before each national test date except June (to high schools receiving Student Reports):
ACT student guide, *Using Your ACT Assessment Results*, which includes Additional Score Request (ASR) form on the last page (Schools outside the 50 United States receive a year's supply early in the fall.)

Mailed approximately four to five weeks after each national test date:
Student Report (mailed to students' homes after June test date and by option of high school)
High School Report
Pressure-adhesive score label (counselor and permanent record copies)
High School List Report

Note: Reports for answer documents that could not be computer-matched to registration information are mailed as soon as they can be resolved, usually no later than **eight weeks** after the test date.

COLLEGES

Mailed in early August:
Information on reporting service options

Mailed in mid-August:
Registration packets
Reorder card

Mailed in late August:
Annual mailing of interpretive materials, including:
- *User Handbook* (this publication)
- Announcement of changes for the coming test year
- Additional Score Request (ASR) packets
- Test date schedule (current year and next year)
- Announcements and order forms for related services and publications

Mailed in September (to ACT-participating institutions only):
Order form and procedures for residual testing
Educational Opportunity Service (EOS) brochure and application

Mailed weekly/monthly after national test dates:
Score results reported in the form and frequency requested by each institution
College report notification letter (after national test dates only)

Mailed in January:
Institutional Data Questionnaire (IDQ)

Mailed in February:
Educational Opportunity Service (EOS) brochure and application for PLAN examinees

ACT ASSESSMENT TEST DATE SCHEDULES

1996-97

Test Date*	Regular Registration Postmark Deadline (regular fee)**	Late Registration Postmark Deadline (regular fee plus late fee)
October 26, 1996	September 27, 1996	October 11, 1996
December 14, 1996	November 15, 1996	November 29, 1996
February 8, 1997	January 10, 1997	January 24, 1997
April 12, 1997	March 14, 1997	March 28, 1997
June 14, 1997	May 16, 1997	May 30, 1997

1997-98

Test Date*	Regular Registration Postmark Deadline (regular fee)**	Late Registration Postmark Deadline (regular fee plus late fee)
October 25, 1997	September 22, 1997	October 3, 1997
December 13, 1997	November 10, 1997	November 21, 1997
February 7, 1998	January 5, 1998	January 16, 1998
April 4, 1998	March 2, 1998	March 13, 1998
June 13, 1998	May 11, 1998	May 22, 1998

*Due to the special requirements of legislation in effect in New York, a February 1997 test is not scheduled in that state, and the basic fee is higher on all 1996-97 test dates. This test date restriction and higher fee may continue for the 1997-98 testing year.

**Due to special services provided in Florida, the basic fee is higher in Florida on all 1996-97 and 1997-98 test dates.

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